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ILLINOIS TEACHER.

VOL. II.

FEBRUARY, 1856.

No. 1.

THE PURPOSE OF EDUCATION.

BY E. G. N.

WIDELY different views prevail in regard to the theory and methods of education. While there is a general agreement in reference to the growing estimate of its importance, diverse and conflicting opinions are adopted as to the primary purpose of education, and of course as to the methods of attaining it; for the theory of education which is adopted will subordinate all other processes to itself. Complaints are not unfrequently urged against teachers for introducing methods of instruction which have the sanction, not only of your school-committee, but of the most experienced and successful educators in the country. The chief cause of these objections appears to be the novelty of the measures adopted. The reasons that favor them are not understood, and the whole subject, therefore, requires discussion.

Many parents seem to labor under the mistaken impression that the attainment of knowledge is the first and the main thing to be aimed at in school, while the training of the faculties is regarded by them as a matter of secondary importance. The power of repeating, parrot-like, what has been crowded into the memory, is looked upon as the highest evidence of scholarship. The quantity, rather than the quality, of attainment is with them the test of improvement. The great work of education is thus reduced to a mere system of mnemotechny. Instead of seeking to discipline and develop the faculties of the pupil, his mind is treated as a mere receptacle, which is somehow (and in their view it matters little how) to be filled.

It is not strange that where such views prevail a mechanical method should be adopted, which goes through a certain routine of mnemonic exercises, without any definite aim to train the mind and awaken thought and reflection. Nor should it be a matter of surprise, when we see the legitimate results of such a system, and see pupils pass

through the ordinary course of study with little control over their minds, utterly deficient in the power of application, with little interest in study, and without any purpose or prospect of future improvement. Thus the most ample and varied acquisitions become of little worth, because there is no power to use them, to arrange and classify them, and form new combinations. For it is the power of using the faculties and resources of the mind in which lies the secret of success.

All the elements of the several branches may be fixed indelibly in a child's memory. He may have the leading facts and principles of the sciences upon his tongue's end, and become a walking encyclopedia, and yet be only a learned driveler. He can tell you what he has read or heard, yet nothing more. Take him off the beaten track—ask him any inference from the stores memoriter—and he is dumb. He has not learned to think for himself, nor even dreamed that the great object of all study is to draw out and exercise the reflective faculties.

The habit of learning words and formal propositions, without understanding their meaning, is still too prevalent in our schools. This practice arises from the mistaken theory of education under consideration. Such superficial attainments are always chaotic, and often worse than useless. They lead the pupil complacently to imagine that he has the substance, when he has only the shell and semblance, of knowledge. He has studied the book, but not the subject of which it treats. A sense of our ignorance is the first step toward knowledge; but a system of instruction which leads pupils to over-estimate their attainments fosters conceit and indolence, and removes the incentives to study.

When a teacher retains a school for a single term only—as is the practice in the rural districts, he finds it easier to hear recitations repeated by rote than to secure the thorough comprehension of the principles which they involve. He is strongly tempted to overtask the memory for the sake of flattering parents with the desired tokens of progress. This course is more productive of immediate and showy results. It is supposed to make a fine display at examinations; hence the lesson must be committed to memory, whether understood or not. The pupils must rehearse fluently, although, to borrow a simile of Lord Bolingbroke, 'they rattle on as meaningless as alarm-clocks that have been prematurely sprung.'

It some times appears to be the chief aim of the teacher, and still more generally of parents, to secure simply a rapid rehearsal of lessons and text-books; as if the repetition of the words with a voluble tongue was ample evidence of the acquirements and comprehension of the thoughts. But it is doing violence to the soul, to its innate love of truth, and of growth by the nutriment of truth, to feed it thus with the mere husks of knowledge rather than knowledge itself. Such training is quite as likely to make pupils flippant as fluent. They learn every thing and know nothing. They pursue too many studies at a time, and are encouraged to enter upon advanced studies before they understand the simple rudiments. They forget that true progress depends less on the number of branches pursued than on the thorough-

ness with which a few are mastered. Undertaking to learn too much, they become smatterers in every thing. Their acquirements are as superficial as they are extensive. Their knowledge will be apt to make them more wordy than wise ; and

“ Words are like leaves ; and where they most abound,
Much fruit of sense is rarely found.”

The evils to which we have adverted are the natural result of an erroneous but prevalent idea as to the primary object of education. This error is fundamental. It would greatly impair the best system of education. Correct views on this subject are of so much importance as to justify and demand a full discussion of the subject. It is desirable that parents, as well as teachers, should fully investigate this topic, and acquire definite and settled views upon it, in order that there may be harmony of plans and sentiment, and efficient coöperation between them.

A want of agreement and of concurrent action on this point has been the occasion of serious embarrassment to teachers. Parents frequently complain because their children are ‘put back’. One of the greatest obstacles to thoroughness, and one which teachers are continually encountering, is found in the impatience of pupils at reviews, encouraged and sustained by the undue eagerness of parents to have their children get through the text-books.

It should therefore be clearly understood that the object of education is two-fold—the acquirement of knowledge and of mental discipline, but that the latter of these is by far the most important.

The training of the mind is of more consequence than the storing it with facts. However valuable these may be, they should be learned, not primarily for their own sake, but as instruments of forming right mental habits. All the teacher’s plans and methods of instruction should be modified by the paramount consideration that the prescribed studies are to be pursued, not as ends, but as means to the higher end of drilling and developing the mental powers. Knowledge is indeed essential to education, but, as we have already shown, does not constitute it. If right habits of mental activity and self-reliance are formed, knowledge will come in due time, as a matter of course. Any degree of knowledge without mental discipline will be of little use. It is the discipline of the intellectual and moral faculties that constitutes the man, and gives him his individual character and power. It is by the means of this discipline that he will be able to excel in any pursuit or profession.

Boys or girls educated on the system advocated will have clear ideas, and know what they are talking about, when they talk at all. If they undertake to write, they will be capable of concentrating all their powers upon a given subject, and will write sensibly and to the point. If they are called, in the business of life, to decide in some novel emergency, they will think accurately and decide promptly, because they know where to look for the solution of the problem. The wide field of knowledge is no longer a labyrinth to them, for they hold a clew to it in a thoroughly-disciplined mind.

Now, the object of the common school is not to finish the education, but to lay the foundation for future and higher attainments; to teach the pupil how to study, and to inspire him with a love of learning. If this be done, he will, for the rest, educate himself. He will feel that his education is only begun when his school-days are ended: to complete it will be the pleasure and aim of his life. Place him where you will—let his calling be what it may—he will find leisure for study, and will feel an insatiable desire for self-improvement. This great end of study should determine the methods of instruction. Such discipline is not to be gained by learning a few text-books by rote, nor by any degree of skill in mnemonics; it is the result of mental discipline, secured by close application and the thorough understanding of every branch pursued.

From what has been said, it is obvious that it is the teacher's chief business to see, not how much he can get into the heads of his pupils, but how much he can get out of them. Drawing out is, in the end, the best way to put in. The culture of the mind is to be measured, not by what it contains, but by what it can do. Efficiency is the proper test of mental improvement.

Enough has been said to show that every teacher should make every effort to awaken and sustain a spirit of self-reliance. He should throw the pupil upon his own resources, and make him feel that he must train himself by his own efforts. In reference to education it is preëminently true that 'every one is the architect of his own fortunes.' In the breast of each pupil are the germs of those plastic faculties which he can mould and shape as he will, and which, if rightly trained, will secure his usefulness and happiness. They are always the best taught who in the highest sense of the term are self-taught, who make use of the lessons of their teachers chiefly as guides in the work of self-training. The best scholars in our schools are those who lean least upon their instructors, and rely most upon themselves.

It is the teacher's office not so much to impart knowledge as to show his pupils how to get it, to give a strong impulse to their minds, and lead them, in conscious self-reliance, to put forth their utmost energies. He will thus inspire them with a love of study and a delight in mastering difficulties, till they feel all the incitements of victors, and are encouraged to go on from conquest to conquest.

To train a school to such habits of study is no easy task. Under the most favorable circumstances, it will involve great difficulty and demand persevering effort. The accomplishment of this one result is the greatest achievement of the successful teacher. It is the cardinal secret of a good education. These principles should guide us in the selection of teachers; and any one who, on trial, is found to lack this important faculty, however excellent in other respects, and however popular in the district, is not equal to the task assumed. It is a radical defect, for which no degree of literary attainments or suavity of manners can compensate.

SCHOOLS OF THE OLDEN TIME.

[The *Maine Farmer* tells us that Mr. CROSBY, Secretary of the Board of Education for that State, was lucky enough to 'crib' the following original poetry while attending an Institute in Aroostook county. Who the author is does not appear, but certainly if he perpetrates a few more ballads of this sort, the world will be 'looking after him'. It is full of the memories of the dear old times when 'we were a boy' and 'trudged to school'.]

THE Schools—the schools of other days!
 Those were the schools for me;
 When, in a frock and trowsers dressed,
 I learned my A B C.

When, with my dinner in my hat,
 I trudged away to school;
 Nor dared to stop, as boys do now,—
 For school-ma'ams had a *rule*.

With locks well combed, and face so clean,
 (Boys washed their faces then,)
 And a 'stick-horse' to ride upon—
 What happy little men.

And if a traveler we met,
 We threw no sticks and stones
 To fright the horses as they passed,
 Or break good people's bones.

But, with our hats beneath our arms,
 We bent our heads full low;
 For ne'er the school-ma'am failed to ask,
 "Boys, did you make a bow?"

And all the little girls with us
 Would courtesy full low,
 And hide their ankles 'neath their gowns—
 Girls do n't have ankles now.

We stole no fruit, nor tangled grass;
 We played no noisy games,
 And when we spoke to older folks,
 Put *handles on their names*.

And when the hour for school had come—
 Of bell we had no need—
 The school-ma'am's rap upon the glass
 Each one would quickly heed.

The school-ma'am — Heaven bless her name —
 When shall we meet her like?
 She always wore a green calash,
 A calico vandyke.

She never sported pantalets,
 No silks on her did rustle;
 Her dress hung gracefully all around—
 She never wore a bustle.

With modest mien and loving heart
 Her daily task was done,
 And, true as needle to the pole,
 The next one was begun.

The days were all alike to her,
 The evenings just the same,
 And neither brought a change to us
 Till Saturday forenoon came.

And then we had a 'spelling-match',
 And learned the sounds of A —
 The months and weeks that made the year,
 The hours that made the day.

And on that day we saw her smile —
 No other time smiled she —
 'T was then she told us learnedly
 When next 'leap-year' would be.

Alas, kind soul, though leap-year came
 And went full many a time,
 In 'single-blessedness' she toiled
 Till far beyond her prime.

But now indeed her toils are o'er,
 Her lessons are all said,
 Her rules well learned, her words well spelled —
 She's *gone up to the head*.

LOVE AND DUTY.

THERE is a voice within me —
 And 't is so sweet a voice
 That its soft lisps win me,
 Till tears start to my eyes —
 Deep from my soul it springeth,
 Like hidden melody,
 And ever more it singeth
 This song of songs to me:
 "This world is full of beauty,
 As other Worlds above,
 And if we did our duty,
 It might be full of love." [London Times.

THAT SPELLING-SCHOOL.

BY UNCLE JOSEPH.

Never twit a boy for what he can not avoid.

INCIDENTS trifling in themselves often have an important influence in determining the character of a life. A word spoken in season, a cruel taunt, wounding the heart to its core, have been the turning-points in destiny, and put a young mind on the high road to fortune, or sent it downward to ruin. Almost every person can recall some occurrence in early life which gave tone and impulse to effort, and imbued the mind with principles whose influence is even now controlling. The following true narrative is an illustration of this fact, and it inculcates a truth which every man, woman and child may profitably bear in mind.

Years ago, it was customary, and probably is now to some extent, among district schools in the country, to have spelling-schools during the winter term. These gatherings were always anticipated with great interest by the scholars, as at those times was to be decided who was the best speller. Occasionally one school would visit another for a test of scholarship in this regard. Ah, how the little hearts would throb, and big ones thump, in their anxiety to beat the whole.

Once on a time, a neighboring school sent word to ours that on a certain day, in the afternoon, they would meet in our school-house for one of these contests. As the time was short, most of the other studies were suspended; and at school, and at home in the evenings, all hands were studying to master the monosyllables, dissyllables, polysyllables, abbreviations, etc., etc., which the spelling-books contained. At length the day arrived, and as our visitors were considered rather our superiors, our fears and our anxieties were proportionately great. The scholars were ranged in a standing position on opposite sides of the house, and the words pronounced to each side alternately; and the scholar that 'missed' was to sit down. His game was up.

It did not take long to thin the ranks on both sides. In a short time our school had but eight on the floor, and theirs but six. After a few rounds, the contest stood in their favor, as they had four standing to our two. For a long time it seemed as though these six had the 'book by heart'. At length the number was reduced to one on each side. Our visitors were represented by an accomplished young lady, whose parents had recently arrived in town, and ours by myself, a ragged little boy of ten summers, who had sat up night after night, while my mother, with no other light than that produced by pine knots, pronounced my lessons to me. The interest of the spectators was excited to the highest pitch, as word after word was spelled by each. At

length the young lady missed, and I stood alone. Her teacher said she did not understand the word. She said she did; that the honor was mine, and that I richly deserved it. That was a proud moment for me. I had spelled down both schools, and was declared victor. My cheeks burned, and my brain was dizzy with excitement.

Soon as the school was dismissed, my competitor came and sat down by my side and congratulated me on my success, inquired my name and age, and flatteringly predicted my future success in life. Unaccustomed to such attentions, I doubtless acted, as most little boys would under such circumstances, injudiciously. At this juncture, Master G., the son of the 'rich man of our neighborhood', tauntingly said to me, in the presence of my fair friend and a number of boys from the other school, "Oh, you need n't feel so big; your folks are poor, and your father is a drunkard."

I was happy no more. I was a drunkard's son, and how could I look my new friends in the face? My heart seemed to rise up in my throat, and almost suffocated me. The hot tears scalded my eyes, but I kept them back, and, as soon as possible, quietly slipped away from my companion, procured my dinner-basket, and, unobserved, left the scene of my triumph and disgrace, with a heavy heart, for home. But what a home. "My folks were poor, and my father was a drunkard!" But why should I be reproached for that? I could not prevent my father's drinking; and, assisted and encouraged by my mother, I had done all I could to keep my place in my class at school, and to assist her in her worse than widowhood. Boy as I was, I inwardly resolved never to taste of liquor, and that I would show master G., if I was a drunkard's son, I would yet stand as high as he did. But all my resolves could not allay the gnawing grief and vexation produced by his taunting words and haughty manner. In this frame of mind, my head and heart aching, my eyes red and swollen, I reached home. My mother saw at once that I was in trouble, and inquired the cause. I buried my face in her lap and burst into tears. Mother, seeing my grief, waited until I was more composed, when I told her what had happened, and added passionately, "I wish father would n't be a drunkard, so we could be respected as other folks." At first, mother seemed almost overwhelmed; but quickly rallying, said, "My son, I feel very sorry for you, and regret that your feelings have been so injured. G. has twitted you about things you can not help. But never mind, my son. be always honest—never taste a glass of intoxicating liquor—study and improve your mind—depend on your own energies, trusting in God, and you will, if your life is spared, make a useful and respected man. I wish your father, when sober, could have witnessed this scene and realized the sorrow his course brings on us all. But keep a brave heart, my son. Remember, you are responsible only for your own faults. pray God to keep you, and don't grieve for the thoughtless and unkind reproaches that may be cast on you on your father's account." This lesson of my blessed mother, I trust, was not lost upon me. Nearly forty years have gone since that day, and I have passed many trying scenes, but none ever made so strong an impression on my feelings as

that heartless remark of G.'s. It was so unjust and uncalled for. Now, boys, remember always to treat your mates with kindness. Never indulge in taunting remarks toward any one, and remember that the son of a poor man, and even of a drunkard, may have sensibilities as keen as your own.

But there is another part to this story. The other day a gentleman called at my place of business, and asked if I did not recognize him. I said I did not. "Do you remember," said he, "being at a spelling-school at a certain time, and a rude thoughtless boy twitting you of poverty, and of being a drunkard's son?" "I do, most distinctly," said I. "Well," continued the gentleman, "I am that boy. There has not probably been a month of my life passed since then but I have thought of that remark with regret and shame, and as I am about leaving for California, perhaps to end my days there, I could not go without first calling on you and asking your forgiveness for that act." I gave him my hand. Did I do right? Well, then, let me close as I began: Boys, never twit another for what he can not help.

NORMAL SCHOOLS OF OHIO.

AMONG the other business transacted by the Teachers' Association, at the late meeting in Columbus, measures were adopted to perfect and complete a Normal-School system, of which the initiatory steps had already been taken, as our readers are perhaps well aware. The plan adopted is to divide the State into four districts and establish a school in each. Two of these schools are now in operation—one in the southwestern, and the other in the north-western part of the State. The Teachers propose to establish the remaining two themselves—as, indeed, they did those already in existence—and to make the amount invested in each, in buildings, lands, apparatus, etc., not less than fifteen thousand dollars.

All they ask is that when so much has been accomplished, the Legislature shall appropriate to each school the sum of five thousand dollars, to be applied to the payment of the salaries of its professors and teachers, on condition that pupils from each county in the district in which each school shall be located shall be entitled to free tuition, under the rules and regulations of such schools—these pupils to be elected by the County Teachers' Association, at their regular meetings.

The plan looks well on paper, and we sincerely hope it may succeed. Such institutions as those proposed seem to be demanded to keep the standard of ability engaged in school-teaching at the present point, and raise it in proportion to the constantly-increasing wants of the times.

The *Dayton Gazette*, speaking of the schools and the influence they would be likely to exert, says: "Good teachers are the intellectual and moral life of a community—better than low taxes or overflowing crops, a sound currency, or a good banking system—and we do not believe that the State could put twenty thousand dollars a year to a better use than to furnish with it the means of instruction to those who will hereafter be faithful and capable instructors of youth. The teachers are circulating a petition to the Legislature in behalf of their plan, and we hope it may receive numerous signatures.

[Toledo Blade.

THE VILLAGE TEACHER.

BY MAY ELLWOOD.

BENDING beside her little flock
 The teacher stands,
 Calmly wearing out with toil
 Life's feeble hands.
 Upon her brow a shade of sorrow lingers,
 Traced by care's unsparing iron fingers.
 A single glance of her dark eye
 Will tell of sorrow
 Which has no happiness to-day
 Nor hope to-morrow.
 Her thoughtful dreaming eye still tells of sadness
 Freezing up the youthful fount of gladness.
 The rosy hectic on her cheek
 Is burning bright;
 Her brow is pale, but in her eyes
 Shines a pure light.
 Her burning cheek and marble brow, so fair,
 Tell the sad tale that death's dark seal is there.
 The children look to her for aid —
 She loves them all —
 But she must leave them, for she heard
 Her Father call.
 The seal of Heaven is set upon her brow,
 Nor cares of life can pain her spirit now.
 The friends she loved so well have flown
 Far, far away;
 No kindred spirit meets her own —
 Why should she stay?
 The old school-house will know no more her tread,
 And these young hearts will mourn a spirit fled.

ROCKPORT, MASS.]

[American Rec.

PARENTAL COÖPERATION.

THERE is, perhaps, no one thing in which parents may lend so helping a hand to teachers as by visiting schools frequently. Indeed, no parent is prepared to pass judgment upon the discipline or progress of the school until he has given it the thorough inspection of his own eye and ear. I urge this duty because I am aware how universally remiss parents are on this subject. With a few bright exceptions, more solicitude and personal attention is bestowed on their flocks in the fold, or their herds in the stall, than upon their children in the school. If these immortal responsibilities go and return with tolerable quietness, and enter no complaints, the parent or guardian is satisfied to let things take their course without interference on his part, hoping for the best, and leaving the management of things wholly in the hands of those chosen to maintain a supervision of the same. The result of such a course is, the school is left to its own course of daily duties; the teacher grows dull, and becomes disheartened under such apparent neglect; the scholars become remiss because none come in to listen to their exercises, and speak a word to cheer them on in well-doing.

If parents would understand and appreciate the responsibilities and difficulties of the school-room, they must frequent it. There alone will you discover the excellencies and the defects of discipline and instruction, and in a more judicious way be able to commend the one and correct the other. There, by your occasional presence, you may give dignity and importance to the institution of common schools. You will encourage your teachers and animate the scholars. Days of examination have special claims upon the patriotism and public spirit of all the friends of education. I once knew a man who was noted for a spirit of fault-finding to be thoroughly exorcised of it by a single glance at the school of an hundred pupils, as he happened to be passing by while the door was open. If a single look could effect such a change, what conversions could be wrought by one hour's sitting within the school-room?

Let me say, in conclusion, to my respected friends who have children in our public schools, the office of a teacher has strong claims upon your sympathy and respect. What employment is more intimately connected with the intelligence, morality and well-being of society? What more arduous and responsible? They are, most emphatically, your coadjutors in the physical, intellectual and moral training of the rising generation. As you respect yourselves in the noblest of all avocations—that of training up a generation for honor, usefulness and immortality—so you must respect them. And if you, with your little charge upon your hands—I mean little in numbers, compared with theirs—feel at times almost crushed under the weight of responsibility and the difficulties which beset you, how can you withhold your sympa-

thy from those surrounded with the same, and even greater, perplexities? And as you, if you feel right, esteem it a privilege to call in the aid of the inspired scriptures to aid and help you, more especially as you look to God daily for His presence and blessing upon your household, in the presence of your children, how can you deny your teacher access to the same fountain of wisdom, the same influence from above, to give success to his toils and cares in such a responsible vocation? Look again at the position of that teacher—a young man or young woman, confined for six hours during five days in each week, in the same room, with fifty restless, impulsive, reckless spirits, responsible both for their government and progress in learning! What can be more trying to the patience, wearisome to the mind, or exhausting to the physical system? How many faint under the load, and break down before the expiration of five years? Such as intend making teaching a business for life must ordinarily calculate on that life's being a short one. Teachers do need your sympathy. They occupy a post that is indispensable to the welfare of society. Instead of shunning them, or looking upon them with a cold, jealous eye, seek, in every possible way, to magnify their office, and cheer their hearts and lighten their task; speak kindly to them as you meet them by the way; invite them to your houses and tables, and in every practicable way bid them God-speed in a work in which angels would deem it an honor to be employed, if permitted to dwell bodily in our world. Around them are gathered the future fathers and mothers of the race.

On those seats, with ears open and minds awake to their utterances, and hearts impressible to their influence, are sitting the future citizens of the State, the electors of the nation, the magistrates and judges of our courts, the capitalists of our cities, our governors, and our ministers of religion; all are there, to be moulded and shaped for future life by the hands of those teachers. The impressions there made, the sentiments there inculcated are as lasting as time. We, who are now approaching the goal of life, can look back and call up the vivid impressions made upon our infant minds in the school-room. How vividly and tenderly did that matron who taught us our letters and abs address us upon the sin of speaking wicked words and telling lies. How affectingly did she speak to us of God and Christ, of the grave, and of heaven, when the school came to a close, or when a seat by our side was made vacant by death. We felt that we were about to be separated from our best earthly friend. Those impressions have never left us. We shall carry them to our graves. Never can we read the name of such a teacher upon the marble that marks the repose of her dust without recalling those tender scenes.

Parents, esteem the guardians of your children highly, for their work's sake. They are doing a great work for you, for your offspring, for generations yet to come.

T. S.

[Rhode-Island Schoolmaster.]

NORMAL AND GRADED SCHOOLS.

BY H. W. COBB.

TIME was, and that too not many years ago, when all over the country a very imperfect standard of instruction in common schools was aimed at. Public and private schools were generally of one character. It matters not to what point of progress the pupil was to be carried, the course of instruction commenced almost with the alphabet. The instructor who was expected to prepare pupils for the counting-room or college was obliged, not unfrequently, to con over rudimental lessons with children of five or six years of age. These were the extremes; and of course he must give such attention as he could to pupils of every intermediate grade. The best teacher, with the best intentions, must, under such circumstances, find that nothing worthy of the name of education could be accomplished. He could do nothing but go over the lessons by rote. Explanation, illustration, and intercourse with the mind of the pupil were plainly impossible. Careless and ignorant teachers were nigh as good for such a service as the wisest and most accomplished. Hence, teaching rapidly passed into the hands of the inefficient and the uninstructed. Progress could be but very slow at the best, and hence great indifference existed in the public mind as to the qualifications of teachers. The man or woman who would teach the cheapest was the one to be preferred—and such were generally chosen. What could be expected of such a teacher under such circumstances, in the midst of fifty or seventy-five scholars? Add to this the multiplicity of books of various kinds and by various authors—each scholar bringing his or his parent's favorite author—some old, some new, ancient and modern; and, to make confusion more confounded, every merchant would bring on such school-books as he could get the cheapest, without regard to kind or author, and sell them off to inconsiderate parents as an all-sufficient supply for their children for the year. A spelling-book is a spelling-book, no matter who was its author or what were its merits. So of arithmetics and other kinds of books. And teachers must not complain, for parents would say, "I can expend no more for books this year." Classifying was impossible, except to a limited degree, and very little progress could be made even with the best teacher. Still scholars must not be neglected. How often parents unreasonably found fault under such circumstances, and often to the great perplexity of the teacher. Not every teacher has had the wisdom to meet such a case as did one that JACOB ABBOTT tells us of. He says:

"A lady knocked at the door of a schoolroom and asked to see the master. He came to the door, and the following conversation ensued:

“ ‘I have been wanting,’ said the lady, ‘to see you, sir, about George; I do n’t think he is in the right class in geography. He has been over that geography once, and I do n’t see any use in his studying it any more, so I have bought him a Worcester’s Geography, and should like to have him study it.’

“ ‘But we have no class in Worcester’s Geography,’ replied the teacher.

“ ‘Have n’t you?’ asked the mother, ‘Have n’t you any other class in geography except the one he is in?’

“ ‘Yes,’ answered the master, ‘we have one in Woodbridge’s larger geography, but it is composed of scholars much older than he is, and I think he could not go on with them.’

“ ‘Well, then,’ said the mother, ‘I think I should rather have him go on alone than put in that little class.’

“ ‘Just as you please,’ replied the teacher. ‘I will make any arrangement you choose, which I can make consistently with my obligations to the other scholars. If he goes on alone, you are aware that I can devote but very little time to him.’

“ ‘Well,’ said she, ‘if you do not devote more than ten minutes to him, I would rather have him go on alone in Worcester’s Geography than continue as he is.’

“ ‘But ten minutes, Madam, would be a great deal more time than I could devote to him consistently with the claims of others.’

“ ‘Why, sir, his father pays as much tax, in proportion, as any man, and I think we have a right to expect our children shall receive a fair share of attention.’

“ ‘Certainly, Madam: But consider a moment what his fair share is. I have sixty scholars, and there are in the forenoon three hours only, making just three minutes for each scholar; so that if I attend to each scholar separately I can not give more than three minutes to any one without giving others cause of complaint. Now in reading, writing, spelling, grammar and arithmetic and other things, your son is classed with the other boys, so that only a very small proportion of the three minutes could be assigned to geography—I should think not more than half a minute. I can hear him alone, devoting that time to him, if you wish it; or, I can put him in the class and let him get on as well as he can. I suppose it would be better for him to be classed where he is, but just as you please. I will make any arrangement which you please.’

“The mother looked perplexed, and on making further inquiry respecting the classes in question, she concluded to let her son be classed as he was.”

Now, as I said, not every teacher has the wisdom to thus manage in such a difficult case. Yet such cases are often happening, to the great perplexity of the inexperienced teacher, and under the old system of common schools, where every thing must be taught in one school, without gradation, similar difficulties will always arise.

Then the MODE of teaching formerly was defective. The instructor did not trouble himself to know whether the pupil knew what he recit-

ed or not, but was content if he merely said it. Some books were prepared with questions at the bottom of the page, thus saving the teacher even the trouble of making out the questions. Thus it became a mere mechanical work and a tax of memory—lip-service—and the intellect had very little to do, and very little practical knowledge was obtained. Alas, how many thus learned philosophy, chemistry, botany, etc., and completed their education under only this kind of instruction.

Under this state of things, when the standard of popular education was so low, there was no inducement to elevate the office of teaching. Teaching school was not a science, and therefore was not made a study or a business for life, but a thing to be done for the time being, and got along with as best it could.

To correct this evil—1. It was seen necessary to make school-teaching a science; and in looking abroad over the world, many practical suggestions were learned from the countries of Europe, where it had long been made a science. As far back as in the days of AUGUSTUS HERMAN FRANK, who was born at Lubeck in 1663, there was founded a school especially for the instruction of teachers, where they were taught for two years ere they could be recommended as teachers.

In 1704 the plan was more matured, and a supply for all the lower classes was drawn from the seminary. Frank's great school attracted more and more from all parts of Europe, coming to profit by the method, organization and spirit found in this institution. Among his pupils may be named Count Zinzendorf, the founder of the committees of the United Brethren, or Moravians, in Hernhut, in 1722. Also, Steinmetz, who erected a Normal School in Klosterbergen in 1730; Hecher, the founder of the first real school in Berlin, and attached a seminary for teachers in 1748. About this time appeared the celebrated Pestalozzi, who, profiting, no doubt, from the labors of his distinguished predecessors, diffused, by his example and writings, a new spirit among the schools for primary instruction all over Europe.

At the beginning of the present century there were about thirty Teachers' Seminaries in operation. Napoleon's wars much impeded their progress. It was not till A.D. 1839 that Normal Schools were established in Dublin, Ireland; and not till three years after that they were begun in London.

In this country, Massachusetts took the lead in introducing Normal Schools. This occurred in 1839. The first school was opened in Lexington. A second one opened at Westfield, and then a third, in 1840, at Bridgewater, and in 1854 a fourth school of that kind in that State was opened at Salem, and recently the city of Boston established one of her own.

The influence of Massachusetts's Normal Schools has spread over the country, and other States are fast copying her example. Of them I can not now, nor need I, speak particularly. Suffice it to say that these schools have justly elevated the business of school-teaching from a mere transient employment to a profession; and it has so elevated that profession in the more favored parts of our country that a quack

school-teacher can not get employment. It has caused a healthy emulation as to qualification in the profession, and, as might be expected, has greatly elevated the standard of compensation. Well-qualified teachers will be had and will command a salary that they can live upon. This is encouraging. This should stimulate you, my favored auditors, to perfect yourselves more and more in the science of teaching. If possible, every one of you should avail yourselves of the advantage of some Normal-school education. Without some such training for the business, you degrade the profession—with it you honor it, and the more such teachers there are the more honorable is the profession.

2. I remarked that to correct the evils connected with and consequent upon the old system of common schools, it has been found necessary to remodel the whole system. This has been done upon what is called the GRADATION SYSTEM. In large towns or rural districts, where many scholars are to be taught, instead of having all taught in one school, there are, by this system, four schools, called the Primary, Intermediate, Grammar and High Schools. Thus we are enabled to adjust the kind of labor to the work to be done. Each school is thus well adapted to that portion of the work of education which it is intended to perform. The work is done better at less expense, and an opportunity is thus allowed for progress. In the country, where the population is not so dense, this division of labor can not, consistently, be carried so far. But here, too, the principle can be, and often is, adopted, just as far as it is practicable, by the union of several school-districts. In many parts of the western States this is happily attained by what are called UNION-SCHOOLS. Instead of school-houses scattered throughout the township, and each carrying on an independent school, trying to teach every thing in one school as best they can, one large school-house is erected in a central situation, separate apartments are assigned to pupils in different stages of progress, and the whole establishment is under the care of a principal, who conducts the education of the most advanced classes himself, and is also responsible for the instruction of each subordinate school within the given bounds. This mode of gradation has many and important advantages wherever the denseness of the population renders it at all possible. In the very first settlement of a country, this plan can not be expected at once to be adopted, owing to the sparseness and scattered condition of the inhabitants. But where the country is generally settled, and villages have sprung up, the plan can be adopted, and it ought to be adopted with the least possible delay; and every such community act against their own interests and deprive their children of many advantages by neglecting or refusing to do so. I said there were many advantages connected with this system. Take for instance a small village of a few hundred inhabitants, surrounded by school-districts and school-houses, each independent of the others, (as this is a common and familiar case, I prefer to consider it rather than that of a large village or city, where the plan can be seen more readily to work well,) it would seem, at first view, that every one would commend this system in such places, as decidedly the best; but it may be thought by some that it would not work well in small villa-

ges or country places; hence I will consider this system under just those circumstances. To carry it into effect, the village school-district must be the centre; then let the adjoining districts unite with it at this centre, forming one great school-district, still retaining their school-houses and particular bounds as before for convenience sake and for teaching the first departments of school. Thus all the young scholars could be taught, as now, near home, and far better. Two grades of the school may be necessary for convenience in some of the larger neighborhoods. At the centre let there be a large house erected. Frequently academies are purchased for this purpose, as the high school fully takes its place. But, be that as it may, a good building should be secured, one that is large, airy and convenient. Here let the departments be taught in separate rooms, especially making arrangements for the grammar school and the high school to accommodate the whole prescribed territory; then obtain a good competent teacher, competent to fit scholars for college, if possible, and pay him a salary; let him be principal of all the schools; let him procure teachers for all the lower departments, and be responsible for their action; let their salary, with his, be paid by tax on those who send, as teachers are paid under the old system—or, what is better, adopt the free school system and tax all in the given bounds, according to property, to sustain the schools, and have them open, free to every poor child as well as the rich. And you may even go farther, as some are doing, and include in this tax all the books that shall be needed as text-books, and also add a library for the high school. The tax would be light and the advantage great. Then, as soon as a child should have gone through the prescribed course in the primary department he would pass on into the intermediate school, thence into the grammar school, and thence into the high school—all alike free.

Now look at the advantages of this system. 1. There is the stimulus to press on from one department to the next higher constantly acting on the child, until he acquires a fixed habit of study. Few would be found willing to loiter behind and be left by all their associates. Nay, more: they would see and realize that there was much before them to be learned, and that there were heights in knowledge to be gained, and from the high school they would be disposed (many of them, at least) still to look up to college. But they can and will, I remark, thus obtain a better education than they would be likely to under the old system; at least, all must see that far more would receive a good education, for this high school does complete a good common education. 2. This system would secure schools constantly. There would not be that cessation in some districts that we often find, consequent upon some neighborhood broil, or occasioned by a want of proper interest. 3. It is decidedly the cheapest way by which a good education can be secured. Try it otherwise. There is the trouble and expense incident to your district schools. Your child can make but poor progress among so many, and necessarily receives but little attention. You mean to have him educated; then you must send him away from home, to some select school or academy. Here you deprive your-

self at once of all aid from the school-fund. Then there is his tuition, and his board, and many other little items, which together make it an expensive business. Still, it were better to do this than to let your children grow up in ignorance. By the system I am advocating you continue to receive of the public money until your child graduates from the high school, and in most cases he may board at home. 4. There is far less perplexity in the arrangement and management of schools. Under the old system there are always more or less trials in keeping a district school going. There is much complaint of teachers because the children do not make rapid progress, when, in fact, they can not, even though the teacher may be a good one and do his best. As we have seen, there are insurmountable difficulties. Good teachers are often abused and cruelly complained of, and will not continue in the business; schools often break up in a row, and the whole neighborhood is by the ears. How often do men actually sell out their possessions to get out of such a district.

But under the graded system the children are in different schools. There is room enough, attention enough, study enough. Progress is made, as we have seen, and this pleases and satisfies the parent. One evil-disposed man or woman (and how often do we find such a one in a district) can not have so wide-spread influence for evil. He or she can not break up the school, as might be the case where there are only a few neighbors united. The school goes on. If it becomes manifest that a given teacher is not qualified in any way, the principal can, and is bound to, remove him or her, and fill the vacancy with a competent teacher; and still the school goes on. The whole interest is committed into the hands of trustees, annually appointed by the people. These trustees procure teachers, and see them paid. If the principal teacher is incompetent, they can remove him. Practically, it works well.

M O R A L T E A C H I N G S .

PERCEPTIONS of right and wrong belong to childhood, and, like other faculties, should be exercised and prompted to vigorous growth. This requires skillful training. Children tire of direct instruction, and unless charmed by the personal qualities of the Teacher, become listless or mischievous. But tell them a story, a biographical anecdote or historical fact, or let them tell one, and the case is altered. They see something tangible. The precept has its living type, and the moral lesson enters together with the story, and becomes for ever a part of the child's being. A story of this sort, and for this object, once a week, would do much for teachers and pupils, and would call attention to this much-neglected subject. It would compel investigation, and keep all

on the alert for next week's lesson. The February number of the *Massachusetts Teacher* furnishes several anecdotes in point.

GOOD FOR EVIL.

AN old man, of the name of Guyot, lived and died in the town of Marseilles, in France. He amassed a large fortune, by the most laborious industry and the severest habits of abstinence and privation. His neighbors considered him a miser, and thought that he was hoarding up money from mean and avaricious motives. The populace pursued him, wherever he appeared, with hootings and execrations, and the boys some times threw stones at him. In his will were found the following words: "Having observed, from my infancy, that the poor of Marseilles are ill supplied with water, which can only be purchased at a great price, I have cheerfully labored, the whole of my life, to procure for them this great blessing; and I direct that the whole of my property shall be laid out in building an aqueduct for their use."

"THAT IS A BOY I CAN TRUST."

"I once visited," says a gentleman, "a large public school. At recess, a little fellow came up and spoke to the master; and as he turned to go down the platform, the master said, 'That is a boy I can trust. He never failed me.' I followed him with my eye, and looked at him when he took his seat after recess. He had a fine, open, manly face. I thought a good deal about the master's remark. What a character had that little boy earned. He had already secured what would be worth more to him than a fortune. It would be a passport to the best office in the city, and, what is better, to the confidence of the whole community. I wonder if the boys know how soon they are rated by older people. Every boy in the neighborhood is known; opinions are formed of him, and he has a character, either favorable or unfavorable. A boy of whom the master can say, 'I can trust him; he never failed me,' will never want employment. The fidelity, promptness and industry which he has shown at school are prized every where. 'He who is faithful in little will be faithful in much.'"

ANECDOTE TOLD BY A NEW-ENGLAND CLERGYMAN AT A TEACHERS' INSTITUTE.

SOON after I was settled in the ministry, I was appointed a member of the school-committee of the place. In my frequent visits to one of the schools, I took notice of a boy whose clothing was very coarse and showed many patches, but still was clean and neat throughout. His habits were remarkably quiet and orderly, and his manners very correct. His disposition was evidently generous and kind, and his temper mild and cheerful, as he mingled with his schoolmates at play, or joined their company on the road. When last I saw him in New England, he was on his way to school. His appearance still bespoke the condition of his poor and widowed mother, and his hat was but a poor protection against either sun or rain; but, as I passed him, he lifted it with an easy but respectful action, a pleasant smile, and a cheerful 'good morning,' which, unconsciously to himself, made the noble boy

a perfect model of genuine good manners. His bow, his smile, and his words, all came straight from his true, kind heart. When last I saw him, thirty years had passed, and I was on a visit to the West. The boy had become a distinguished lawyer and statesman; but his bow, and his smile, and his kind greeting, were just the same as those of the barefoot boy with the poor hat.

HOW TO BE LOVED.

ONE evening, a gentleman related, in the presence of his little girl, an anecdote of a still younger daughter of Dr. Doddridge, which pleased her exceedingly. When the Doctor asked his daughter, then about six years old, what made every body love her, she replied, "I do n't know, indeed, papa, unless it is because I love every body." This reply struck Susan forcibly. "If that is all that is necessary to be loved," thought she, "I will soon make every body love me." Her father then mentioned a remark of Rev. John Newton, that he considered the world to be divided into two great masses, the one of happiness, and the other of misery; and it was his daily business to take as much as possible from the heap of misery, and add all he could to that of happiness. "Now," said Susan, "I will begin to-morrow to make every body happy. Instead of thinking all the time of myself, I will ask, every minute, what I can do for some body else. Papa has often told me that this is the best way to be happy myself, and I am determined to try."

THE HONEST BOY.

A gentleman from the country placed his son with a dry-goods merchant in ——— street. For a time all went well. At length a lady came to the store to purchase a silk dress, and the young man waited on her. The price demanded was agreed to, and he proceeded to fold the goods. Before he had finished, he discovered a flaw in the silk, and pointing it out to the lady, said:

"Madam, I deem it my duty to tell you there is a fracture in the silk." Of course she did not take it.

The merchant overheard the remark, and immediately wrote to the father of the young man to come and take him home; "for," said he, "he will never make a merchant."

The father, who had ever reposed confidence in his son, was much grieved, and hastened to be informed of his deficiencies.

"Why will he not make a merchant?" asked he.

"Because he has no tact," was the answer. "Only a day or two ago he told a lady, voluntarily, who was buying silk of him that the goods were damaged, and I lost the bargain. Purchasers must look out for themselves. If they can not discover flaws it would be foolishness in me to tell them of their existence."

"And is that all the fault?" asked his parent.

"Yes," replied the merchant, "he is very good in other respects."

"Then I love my son better than ever, and thank you for telling me of the matter; I would not have him in your store another day for the world."

REVOLUTIONARY TEA.

BY SEBA SMITH.

THERE was an old lady lived over the sea,
And she was an Island Queen;
Her daughter lived off in a new countrie,
With an ocean of water between.

The old lady's pockets were full of gold,
But never contented was she;
So she called to her daughter to pay her a tax
Of 'thrippence' a pound on her tea.

"Now, mother, dear mother," the daughter replied,
"I sha n't do the thing that you ax;
I'm willing to pay a fair price for the tea,
But never the thrippenny tax."

"You shall," quoth the mother, and reddened with rage,
"For you are my daughter, ye see,
And it is quite proper the daughter should pay
Her mother a tax on her tea."

And so the old lady her servants called up,
And packed off a budget of tea;
And, eager for thrippence a pound, she put in
Enough for a large familie.

She ordered her servants to bring home the tax,
Declaring her child should obey,
Or, old as she was, and almost woman grown,
She'd half whip her life away.

The tea was conveyed to the daughter's door,
All down by the ocean's side,
And the bouncing girl poured out every pound
In the dark and boiling tide.

And then she cried out to the Island Queen,
"O, mother, dear mother," quoth she,
"Your tea you may have when 't is steeped enough,
But never a tax from me—
No, never a tax from me."

Oh, deal gently with those who err,
Love melts the hardest hearts.

And beaming from thy soul, to thee,
In turn, sweet peace imparts.

A WORD FROM PENNSYLVANIA.

FROM S. P. BOLLMAN'S REPORT ON THE COMMON SCHOOL SYSTEM.

WE see another advantage resulting from our present system, in its improvement of teachers and in the general anxiety for their improvement. Teachers themselves have caught the spirit, and now but few counties are without their County Associations for mutual improvement, and in many counties almost every district has its Association, where teachers, directors and citizens meet monthly for the discussion of questions connected with the 'art of teaching', or bearing directly upon the interests of schools in the immediate vicinity. Thus, energies and influences which were long dormant are effectually waking up. Teachers who had long been contented with a moderate reputation—one that barely carried them along—are now excited to improvement, and are fast abandoning the long-cherished (but erroneous) opinion that they were as competent and well-qualified as they could or need be. Such ground and such opinions are left for old fogies to occupy and pride in as far behind the age and inadequate to the exigencies of the times. The march of the true teacher is onward and upward, beckoned forward by our system, so highly conducive to improvement. The hitherto unpopular doctrine that teaching is a 'profession', an 'art', attainable by every sincere speaker (of ordinary ability), is beginning to gain favor—is eliciting belief.

The position—the sentiment of teachers—is most materially changed within the last eighteen months; and with this revolution of sentiment, this realization of the importance of the teacher's position, we find correspondent action. A normal era has been introduced into the State. Lancaster, Allegheny, Indiana, Somerset and Centre, with a few other counties, have stepped out into the van with their Normal Schools of from one to three months' duration; and teachers are now looking forward enthusiastically to the time when Pennsylvania shall have her State Normal Schools, and when the teacher's diploma shall be recognized as a professional document, entitling its holder to as honorable a position in society and as great emoluments as ordinarily pertain to theology, law, or medicine. And who does not see that their expectations must soon be realized? As a distinguished personage once said concerning the English army, "I know, sir, they can accomplish any thing but impossibilities"; so we now say of that portion of our Pennsylvania teachers who have caught the spirit of the age and go in for progression, they can accomplish any thing but impossibilities. What can not be done by those teachers who, in the face of apathy and positive opposition, have sustained themselves until now, and who, when the sun of encouragement and coöperation dawned upon them, rose up at once and shook from them the last vestiges of non-progression; and with a zeal as noble as the cause to which they have conse-

crated themselves, go nobly forth in a solid phalanx, to elevate the common schools of our State to a position commensurate with the destinies involved in them. Why, Mr. President, such a band of intelligent, united teachers, under the present school-system, will go forth from conquest to conquest. And when our school-system, in its potency for good, shall have given us professional teachers in every school-house, who will deny that it possesses advantages over the earlier forms in which it appeared—advantages rich and rare for those upon whom devolves the responsibility of instructing the youth of our State?

LEE COUNTY TEACHERS' ASSOCIATION.

PURSUANT to adjournment, the 'Lee County Teachers' Association' met at 2 o'clock P.M. January 5th, 1856, in the 'Dixon Union-School House,' and was called to order by President S. WRIGHT, and Mr. WILLIAM BARGE was elected Secretary *pro tempore*.

After the reading of the Constitution of the Association, several ladies and gentlemen were elected members.

The resolution which was laid on the table at the previous meeting, relative to the amendment of the Constitution, by erasing Article XI, was then taken up and adopted.

WILLIAM BARGE was elected Recording Secretary, and W. W. HARSHA Vice-President of the Association for the ensuing year. Messrs. JOHN BARGE and J. F. EBERHART were appointed a committee to report amendments to the Constitution at the evening session.

EVENING SESSION.—The Committee on the Constitution reported the following amendments:

1. That Article III shall read as follows: This Association shall hold its regular meetings semi-annually, at such places as its members shall direct. The first meeting shall commence on the first Friday of April, and the second on the first Friday of October.

2. That Article XIV shall read as follows: The elective officers of this Association shall be chosen by ballot at the second semi-annual meeting of each year, and shall hold their offices one year, or until successors are chosen.

3. That the following shall be substituted for Article XI: Any number present shall constitute a quorum.

After the reception of the report, the Association was favored with an able and interesting address from Dr. N. W. ABBOTT, for which a vote of thanks was tendered and a copy requested for publication in the *Illinois Teacher* and *Dixon Telegraph*. Professors W. W. HARSHA and J. F. EBERHART were appointed to Address the Association at its next meeting. The Association adjourned to meet in Dixon on the first Friday in April next, at 2 o'clock P.M.

EDITOR'S TABLE.

OUR BOW.—Fellow Teachers: you will please to imagine your humble servant in the form of a crescent, with beaver doffed, scissors dangling from his vest, and quill jutting ominously from over the ear, in the act of making his first bow. It is with not a few misgivings that he has dared to accept the trust your partiality has reposed in him. To conduct a journal of this character so that it shall be acceptable at the hearth and in the school-room, shall be sprightly and solid, in the highest sense readable and yet largely professional and rigidly thorough, is very much like piling Pelion upon Ossa, and thus attempting to build a highway to the stars; and yet such must be the character of the *Teacher* if it would reach the greatest number. It does not become him to promise much, nor to plead, as did the 'Learned Bellario' for the young Doctor (Portia), that 'his trial shall better publish his commendation,' nevertheless, he will venture to 'let slip' that marvel-working, magic little sentence, 'I'LL TRY.' This has saved some ships, and lannched others. He does not expect to 'call up spirits from the vasty deep'—although perfectly willing his associates, the Corresponding Secretary and Editors, should do so if they can—but he does expect, aided by them and you, to spread a love of learning and an enthusiasm for the profession of teaching, to encourage and assist all who toil in our calling, and to be a welcome visiter to every *live* Teacher in the State of Illinois.

THE public mind is strongly setting in favor of free schools, supported by taxation. The wealth of the State must educate the children of the State. This idea, the outgrowth of modern civilization, is the archimedean lever by which the world can be moved, and that too without the ultra-mundane fulcrum which Archimedes demanded. Illinois has already set herself right on the record, in this regard, by making provision for the free education of all her children. It rests with the friends of education to see that those provisions are carried out to their full intent and extent. The road is graded and the rails are spiked down, still we lack the running-gear—the cars are not builded—that is, we have the law, but not the suitable school-houses. Be it ours, fellow teachers and friends of education, to see that the law is so administered as to substitute comfortable school-edifices for the uncomfortable apologies which now blot so many beautiful patches of prairie all over the State.

Again, we do not expect to ride in cars, or 'on a rail,' without an engine, neither do we expect good schools without good teachers. How are these to be obtained; by importation? The demand is, and will be, greater than the

supply; besides, it is questionable policy to go abroad for what can be had as well at home. But how can good teachers be had at home? In the same way that they may be had elsewhere—make them. Establish, at the 'State's charge,' a school, or schools, specially to train up TEACHERS, and fit them for the duties they are to assume. Let us have a NORMAL SCHOOL, and if that be not sufficient, let us have a branch in each Congressional District.

We have neither time nor space to discuss this subject now, but will recur to it again.

D. McCULLOCH, School-Commissioner of Peoria County, has commenced the visitation of the schools of the county after the following plan: He goes into a township, visits every school in operation, collects all the statistics and information he can, and gives notice that there will be a meeting at some central point on the evening of the day on which he is to finish his examinations. All are invited to attend. He also invites the friends of education, when practicable, to be present and address the meeting. After the fathers and the mothers and the children have come together, he makes a statement of the condition of the schools in the township—their excellence compared with other schools in the county—and suggests such changes and recommends such action as the case may require. A free interchange of views follows. The *Illinois Teacher* is not forgotten, but its case and claims are fully stated and subscriptions received. In some cases, agents are appointed to visit each family in the township to obtain subscriptions.

Is this a good 'plan'? Who will present a better one? It is an important matter, and we would be glad to hear a full expression of opinion from Commissioners and others.

CORRESPONDING SECRETARY AND AGENT.—The friends of Education will be glad to learn that Professor NEWTON BATEMAN has accepted the Agency of the State Teachers' Institute, and will enter upon its duties about the first of June. We hardly dared to hope for this when we left Springfield, because we knew that a great social and pecuniary sacrifice must be made, and some of the most cherished plans of a life must be given up. Mr. BATEMAN has risen above these personal considerations, and consented to make the sacrifice for the cause of public free schools in Illinois. He will visit as many of the counties and towns in the State as time will permit, advise with teachers and school directors; hold Institutes; attend Institutes already formed, when requested to do so; address teachers and citizens, and act as agent for this journal. May every latch-string hang out at his approach, and a hearty 'God bless you and your cause' be the parting pass-word extended to this accomplished teacher and scholar. We pledge this for Peoria, besides a trifle of more *material* comfort.

THE STATE SUPERINTENDENT has just issued a circular to the various school-officers in the State, pointing out their duties and answering questions concerning the practical operations of the school-law. It is too long for insertion.

We make the following extracts from an able paper read before the 'American Association for the Advancement of Education,' at the last session, held in New-York, by J. GEORGE HODGINS, Deputy Superintendent of Schools in Upper Canada.

After communicating other differences between their systems of education and the various fragmentary systems in operation in the different American States, he says :

"6. The principle involved in our sixth, and last, peculiarity is a new one in its application, even to our own school-system. It is that of pensioning the worn-out teachers of the province. It has long been maintained, and with justice, that the profession of teaching has been one of the most laborious, but ill-requited, professions in the world; that while to it we owe every superiority as an intelligent people, with the most heartless indifference and ingratitude we invariably spurn or neglect the hand that early supplied us with intellectual food, and leave its possessor to pine and die in solitude and want. Upper Canada, I rejoice to say, has nobly removed this stigma upon her character. She has extended her generous sympathy and aid to a most deserving class of men—men, too, who, amid discouragements and deprivations, doubly endured in a new country, devoted themselves to the public service when the very existence of a public system of education was imperiled, or languished for want of legislative aid and recognition."

In speaking of the annual expenditure for educational purposes during the last current year, he says :

"Of this total sum, about one hundred thousand dollars are appropriated to Common Schools; sixty-six thousand dollars for the Normal and Model Schools; thirty thousand dollars for the Grammar Schools; four thousand dollars for the support of superannuated common-school teachers, and three thousand dollars for miscellaneous purposes, including the publication of a Journal of Education, which is sent to every school-officer."

'YOUNG AMERICA.'—On our return from Springfield, we were obliged to wait some time in the Dépôt at Lasalle. The storm had delayed the train several hours, and the passengers had begun to grow listless and weary, when, suddenly, some one exclaimed, "Young America!" when, lo, in walked, with baby strides, a young gentleman nearly four years old, with a cigar in his mouth, which he managed with all the *sang froid* of a Turk. He puffed away, entirely, for the moment, upsetting the gravity of the whole company. His doting parents were by, and were proud of their precocious child. To complete the picture, some one took him out to try his skill in drinking. The boy did not refuse, but sipped down 'spirits' with the ease and grace of an old toper.

The end of that boy is not yet. Poverty and prisons will some day feel after him, if, indeed, he should escape something worse. I confess my pulse beat quicker and my heart was sadder at this sight than I dared to own to myself, or cared to have noticed by the by-standers. This boy, on whom nature has lavished her gifts, seems to be fore-doomed to a life of dissipation by those who should be his best friends, but, alas, are working his ruin. Have philanthropists any thing to do in this 'Young America' State?

H. B. HOPKINS, Esq., has been appointed Superintendent of Public Schools in the city of Peoria.

THE following is taken from Mr. EDWARDS'S Circular to the County Commissioners. Read it:

SPRINGFIELD, January 1, 1856.

To ———, School Commissioner of ——— county:

DEAR SIR—The friends of free schools and popular education feel that they can rely on you to assist in circulating their journal, the *Illinois Teacher*. Your official position gives you influence and opportunity, and warrants us in supposing that you will actively coöperate in securing this object. We believe that we can render a great service to teachers, parents and pupils by placing this Journal in their hands. A large number of County Commissioners have already commenced the work in earnest, and are determined to induce every friend of education to subscribe for the *Teacher*, and also to act as agent to obtain subscribers among parents and pupils.

Is not this right? Persuade every teacher to subscribe himself, and then to act as agent to obtain other subscribers. May we not, by this course, do an incalculable good to them, and the cause in which we and they are laboring? We are at a crisis in regard to free schools. We have a free-school law, but this will be powerless unless faithfully carried out, and this can only be done by united, manly, and intelligent exertion on the part of the friends of common schools. Can we secure this in any other way as surely as through the *Illinois Teacher*—a journal of home and school education?

Eminent and practical teachers in this State, and some of the ripest scholars and warmest friends of common schools in other States, are engaged as contributors, and no pains will be spared to make the *Teacher* a first-class educational journal.

But we do not deem it necessary to do more than state the case, feeling confident that you will see to it that ——— county is not behind her sister counties in supporting this journal.

For terms and premiums, see prospectus.

N. W. EDWARDS, State Sup't Common Schools.

C. E. HOVEY, B. M. MUNN, S. WRIGHT, W. F. M. ARMY, R. H. ALLEN, I. S. BURT, J. F. BROOKS, C. W. BOWEN, E. SPOONER, B. G. ROOTS, Board of Education of State Teachers' Institute.

WE give the following as a sample of what we are receiving daily—some times five or six in a bundle. The advices from all parts of the State are so favorable that we shall commence with an edition of upwards of two thousand. Who takes the twenty-seven-dollar Atlas?

ROBIN'S NEST, February 1, 1856.

DEAR SIR—I have received several copies of your prospectus, and am much pleased with its style and beauty of execution. Inclosed you will find three dollars for the *Teacher*. Please direct, etc. * * * *

Yours truly, W. W. DEWOLF.

To C. E. HOVEY, Esq.

A BOLD PUSH FOR THE BANNER.—Our friends in Bureau county are on the march—A. B. CHURCH, commander. Read the account they give of themselves:

“Bureau county, for some years, has furnished all its teachers with printed schedules, and recently the Board of Supervisors authorized the School Commissioner to furnish every district in the county with a copy of the *Illinois Teacher*. If other counties would do the same, the work would be abundantly patronized.

A. B. CHURCH, School Commissioner.”

A Teachers' College has been established in Princeton, Bureau county. Others than teachers may also become members of this Institution. So says an exchange.

THE MARSHALL COUNTY TEACHERS' ASSOCIATION.—This Association, the object of which is to advance the general interest of education, to elevate the standard of teachers and ameliorate their condition, thereby furthering the rapid progress of knowledge throughout that county and the State, convened at the Court-house in Lacon, on the 5th instant, to more fully organize. A previous meeting was held at Henry, December 29th.

The meeting was called to order, O. H. BRITT taking the chair, and the following officers were elected: FREDERICK W. SHAW, President; O. H. BRITT, Vice-President; T. H. ROSE, Secretary; Messrs. HENRY MILLER, O. H. BRITT, and JOHN E. FROST, Committee of Superintendence.

Messrs. W. D. EDWARDS, PERLEY, GIBBONS, Rev. W. E. CHRISTOPHER, Rev. J. H. FROST and Rev. J. S. MAHAN were elected honorary members of the Association.

Dr. C. C. HOAGLAND, Messrs. MILLER, BRITT, EDWARDS, SHAW, ROSE, PERLEY, and others, addressed the meeting.

The meeting then proceeded to transact such other business as was deemed necessary and expedient. Mr. F. W. SHAW, of Lacon, and Mrs. MILLER, of Henry, were appointed to favor the Association with an essay each at its next meeting.

Resolved, That this Association take into consideration the expediency of forming, at its next meeting, a Teachers' Institute.

A vote of thanks was tendered to Mr. W. D. EDWARDS, for his kindness in making arrangements and providing a place for this meeting.

The meeting then adjourned to meet at Henry on the last Saturday in March next.

All teachers are urgently solicited to attend, and all friends of education respectfully invited.

FRED. W. SHAW, President.

T. H. ROSE, Secretary.

WE hope Teachers will not omit to examine our advertising-sheet. Many of the best publications extant are there presented, and an hour spent in looking it over will not only tell what books are published in the various departments, but also who publish them, and in many cases the prices. We have ourselves found it useful, at times, to glance over a large catalogue of books simply to see what publications were in the market. Our book-sheet bids fair to become the great medium of communication in the North-West between Publishers and Teachers, and we shall take especial pains to see that it is neatly and readably printed.

PEORIA COUNTY TAKING A LONG STEP IN THE RIGHT DIRECTION.—Just as we are going to press, the Supervisors of this County authorize the School Commissioner to put a copy of the *Illinois Teacher* into every school-district in the county. They have also made an appropriation for the County Teachers' Institute. BUREAU set the example, PEORIA followed. Who comes next?

PROF. D. WILKINS, Jr., Local Editor of the *Teacher* for last year, has accepted the Agency of COWPERTHWAIT AND COMPANY, and will also, by request of the Board of Education, act as Agent for the *Teacher*. We congratulate that enterprising house on their good fortune in securing the services of a teacher of his standing, scholarship and urbanity—and ourselves, likewise, in having another warm friend in the field.

THE HOLBROOK APPARATUS MANUFACTURING COMPANY, Hartford, Connecticut, is determined to make its apparatus American, and worthy of American patronage. We are not personally acquainted with this apparatus, but from the known energy of the Company and the facts stated in its advertisements (which see), we feel confident that those wishing to procure school apparatus will find it to their interest to communicate with this company before purchasing elsewhere.

W. F. M. ARNY, Financial Editor of the *Teacher* for the past year, has become connected with the *Prairie Farmer*, as will be seen by the following slip from that paper:

"We have the satisfaction of announcing friend ARNY as one of us. Those who know him will readily estimate our good fortune, and the pleasure it gives us to tell it; and those not acquainted with him need only to be told that he is one of the hardest-working and most self-sacrificing friends of general education in the State. He is, moreover, a well-bred farmer and enterprising stock-grower."

MR. THOMAS OFFICER, the accomplished Principal of the 'Institute for the Deaf and Dumb,' has resigned his office, and his place is filled temporarily by Rev. NEWTON CLOUD. Both gentlemen are widely known in the State.

MR. LOGAN, of the firm of SNOAD AND LOGAN, Publishers, Booksellers and Stationers, Joliet, Illinois, will receive subscriptions for this journal in Will county and vicinity.

GEOGRAPHY.—An article on this subject may be looked for in the next number of the *Teacher*, from the pen of RICHARD EDWARDS, Principal of the Salem Normal School, Massachusetts.

SPECIAL SCHOOL LAW.—The Public Schools of Chicago, Peoria, Springfield and Quincy are organized under 'Special Acts' for that purpose.

We hope County Commissioners will give us early notice of the time and place of holding their Institutes, that a note may be made of it in the *Teacher*.

THE RECEIPTS for the *Teacher* are crowded out of this number. They will appear in due time.

NOTICE.—Persons who desire to have a history of the educational movements in this State, and much other educational information, can do so by procuring the FIRST VOLUME of the *Illinois Teacher*, which they will receive by inclosing ONE DOLLAR directed to W. F. M. ARNY, Box 82, Bloomington, Illinois; or to C. E. HOVEY, Peoria, Illinois.

A.

BOOKS AND PERIODICALS.

FOSTER'S FIRST PRINCIPLES OF CHEMISTRY. Illustrated by a series of the most recently discovered and brilliant experiments known to the science. New-York: HARPER AND BROTHERS.

It may be questioned how far the study of Chemistry should be introduced into common schools and academies, or whether it should be introduced at all. As the domain of science enlarges, and new departments of study rap for admittance, it becomes a grave question for teachers and school-officers, how many and what shall be received. We confess to a conservative tendency, and think that LANGUAGE and MATHEMATICS should not be supplanted by or neglected for any other branches whatsoever. Let the three Rs (Reading, 'Riting, 'Rithmetic,) hold their place. Next to these, something may be known of the earth's surface, inhabitants, physical phenomena, etc., etc., and by a natural order, chemistry will follow. The author tells us that the "rain, the dew, the snow, the hail, the breeze, the hurricane, the water-spout, the earthquake and the volcano are all phenomena which result from chemical laws, and produce, by their varied action, all that is beautiful, terrible or sublime in nature." No book upon this, or any other, branch is entitled to approval until it has been subjected to the test of the school-room. If it pass this ordeal unharmed, it may safely be pronounced a good text-book, even though the critic shall pass his dissecting scissors among its leaves. This little treatise is now being subjected to the trial, and thus far the result is satisfactory. It enters at once into the subject without a long theoretical preface, and possesses the learner of the leading facts of the science in the same way that they were discovered by the great masters, viz., by experiment. An apparatus, costing twenty-five dollars, accompanies the work, and is sufficiently extensive to illustrate the facts stated.

SCHOOL HISTORY OF THE UNITED STATES. By A. B. BERARD. Philadelphia: H. COWPERTHWAIT AND COMPANY. 1856.

The above is the title of a work which every common-school teacher in the country has felt the need of. Unlike the innumerable flood of common-school text-books which, for the last few years, have been inundating the country, until both parents and teachers have almost come to doubt the Divine declaration that "the earth should never again be deluged by a flood," this little work actually fills a vacuum long felt to exist, but which, heretofore, no adequate attempt has been made to fill.

The propriety and necessity of the study of the history of our country in our common schools, has for many years been acknowledged by the highest educational authority of the land; but the want of a suitable text-book—one which, while it should be sufficiently elaborate or extensive to give at least a bird's-eye view of the great historical drama which has been enacted on this

continent since its early settlement, should, at the same time be sufficiently primal in its character to interest young students—has been felt to be a serious, and, heretofore, insurmountable difficulty in the way of that most interesting of all studies.

The author, in her preface, states that she “has endeavored to select the leading facts of our Nation’s history, and present them in a manner suited to the youthful mind.”

The Colonial History is given in three divisions—the New-England, the Middle and the Southern States. The War of Independence is then briefly traced, the Administrations noticed, and a cursory view of the entire western States added. A chapter on ‘progress,’ comparing early facts with present growth and prospects, closes the volume.

The work is arranged with questions at the bottom of each page, and then at the close of each chapter there is a summary of ‘Review Questions.’

We take pleasure in commending the work to the teachers of this State, as a book to be introduced into every primary school within its borders; and certainly, if any student into whose hands it may be placed shall peruse its contents with as much delight as we have done, they will never regret the time or expense bestowed upon it.

P.

THE *Massachusetts Teacher* has grown mightily since its last issue, both in size and beauty. It is the oldest, and now almost as large as any Educational Journal in America. We could never think of doing without it. In fact we have become so accustomed to forward a dollar to Mr. COOLIDGE every January that we can hardly deny ourself the accustomed pleasure, although receiving the work in exchange. Prof. ALPHEUS CROSBY is at the helm.

THE *New-York Teacher* is the largest, has the largest circulation, and represents the largest State of any of the brotherhood (sisterhood?) of *Teachers, Schoolmasters, Common-School Journals, Educational Journals, et ceteros ceterasque*. He (she, or it?) seems to think aliens the most appreciating fellows in the world. Hear him talk: “Our most flattering letters come from Pennsylvania, New-Jersey, Virginia, Ohio, Indiana, Illinois and Wisconsin. They vote the *Teacher* to be the best Educational Journal in the United States.” Verily a Prophet is not without honor save in his own country. This *Teacher* sails under the flag ‘Excelsior,’ in the ship ‘Empire.’

THE *Rhode-Island Schoolmaster*, a spirited sheet, brimfull of good things, well arranged and handsomely printed, was placed on our table several weeks since. After having had the thing fairly between our fingers, and having read from ‘Vol. I’ of the title-page to the last . of the last advertisement, inclusive, we hardly think that we shall persuade ourself, or be persuaded, to do without it hereafter. If any of our brethren have more money than they need, AFTER PAYING FOR THE ‘ILLINOIS TEACHER,’ we advise them to forward one dollar to ROBERT ALLYN, Providence, R. I., who will ken the hint and return them a *Schoolmaster*.

W. H. POWELL, Esq., has become associated with Hon. HENRY BARNARD in the Editorial department of the *American Journal of Education*. His Address at Springfield will appear in the next number of that national work.

THE *Union-School Journal* is the title of a neat little monthly conducted by the Teachers and Scholars of Union-School No. 2, Joliet, and edited by J. L. HODGES, Esq., Principal.

THE *Students' Offering*, is issued monthly, by the students attending Decatur Institute, under the care of J. H. REMSBERG, Esq. This is another of the same sort. Success to them both.

O B I T U A R Y .

DIED, at Buffalo, Illinois, on the 26th of November last, J. W. FRISBEE, School Commissioner of Ogle county, of typhoid fever, in the twenty-eighth year of his age.

Thus they go—the useful, the good, and the beautiful first—ever thus. No sooner do they who are peculiarly fitted by their eminent talents and enlarged convictions of duty to their race step forth upon the theatre of human affairs than they are cut down by an inscrutable Providence, and they and all their high hopes of future usefulness to their fellow man are buried in a common grave. As the faithful Teacher must not only point the young mind the road to the acquisition of all earthly knowledge here below, but to that unbending, unyielding, ETERNAL hereafter, so must he lead the way down to the brink of that shoreless, deathless tide, launched upon whose everlasting waters no traveler e'er returned to earth again.

The subject of the above had just entered upon a career of unbounded usefulness in the great cause to which he had devoted his life, when, in the language of his bereaved partner, “the cruel messenger came, and all earthly hopes perished for ever.” He had established a Normal school in the county in which he resided, was instrumental in getting up the first Teachers’ Institute ever held in the county, had made all his arrangements to attend the annual session of the ‘State Teachers’ Institute,’ and, in fine, from what we can learn of his history, was in every way entitled to a place in the front rank of the noble band of teachers in the State. But, alas, like too many others, he sleeps a glorious martyr to a glorious cause. But we know that the faithful teacher’s reward comes not this side the grave. To the future, and the future alone, must he look—but he shall not look in vain, for He who declared, “Though the heavens and the earth shall pass away, my word shall not pass away,” has said, “Sow, and ye shall reap.”

P.

ILLINOIS TEACHER.

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No. 2.

FREE SCHOOLS.

EXTRACT FROM AN ADDRESS BY ROBERT LOWRY.

THERE must ever be danger in a monopoly of learning. An equal distribution of the benefits of the schools can alone preserve the masses from becoming the prey of designing men. A thoroughly-educated democracy is the only safe democracy. We may admit the fact that

“On every soil

The men who *think* must govern those who *toil*.”

But elevate the toilers with the blessings of education, and the toilers become thinkers, who, in their turn, govern their governors, till government becomes a common boon, mutually held and mutually relinquished. Throw open the doors of the high school, the academy, and the college, to the boy who has thumbed all the books of the grammar-school, and yet feels himself far below the standard to which he aspires, and you fill the land with educated men, such as no country on earth could ever boast. The aristocracy of wealth defies all statute restrictions on its powers and privileges. Wealth can not, in our land, be legislated down to an inferior station, but poverty may be legislated up, by throwing open the same avenues of learning to rich and poor alike. Let legislation give to the child of the poor man the same facilities for acquiring a superior education which wealth now gives to the son of the millionaire, and the artificial distinction between the two extremes will be destroyed by their equalization on a common educational platform. Poverty, with talent and industry, need not fear a tilt, in our land, with wealth accompanied with mediocrity. It is only when poverty and wealth are both attended with limited educational culture that the former may give up the contest. But the struggle now is unequal. Talent in the poor man's cottage climbs up to the bars of its dungeon, and feels it is a prisoner for life. The doors of

academies and colleges are open only to those who can pay for the privilege. The instruction of the public school is not sufficient to place the learner in the front rank of educated men. Why should this 'pent-up Utica' confine his abilities, when the 'whole boundless continent' of mental material is awaiting his demands? If the barriers which shut out the man of moderate means from the treasures of a first-class education are ever broken down, it must be by the strong though benevolent arm of legislation. The same power that took the idle boy from the hearth-stone and the outcast from the kennel, and dropped on their mental palate the 'sincere milk' of common-school instruction, is needed to place those same minds at a higher table, and feed them with the 'strong meat' of an advanced scholarship. And if it is not done by those in authority, cheered by the countenance of our good mother the Commonwealth, we look in vain for its accomplishment at all. That class of community who are especially and vitally interested in this educational movement are, from their very circumstances, powerless to effect an improvement. The public school system, with its cords made longer and its stakes made stronger, is the only hope of the masses for a superior mental discipline.

It was a glorious feature in early christianity, announced by its divine founder, "To the *poor* the gospel is preached." And it would be a glorious page in our political history, were the future student to read that in our day to the poor were extended the privileges of the highest intellectual training. This can only be provided in the establishment of graded schools. Let another step in the present gradation be introduced into every town or district. Let the children of all classes move up, shoulder to shoulder, through primary school, secondary school, grammar school, and high school; nay, even into a grand Commonwealth University, teaching its students every branch of current knowledge, and sending out its graduates into the highest places of the state and nation. Different material would compose our federal and state legislatures, had the people's representatives enjoyed such amplitude of educational privileges. How much of special and puerile legislation would have been kept from our legal tomes by a thorough and universal mental discipline. Let us obviate for the next generation an evil which we feel in our own.

"A *little* learning is a dangerous thing;
Drink deep."—

Give the boy who has waded through the heterogeneous pages of arithmetic a view of the higher beauties of algebra; open up to him the delightful fields of plane, spherical and analytical geometry; guide the advancing pupil into the domain of plane and spherical trigonometry, preparing him for the noble and elevating studies of astronomy and natural philosophy; place in his hands the rolling measures of Horace and the exquisite diction of Cicero; let his imagination rove amid the tableaux of the Iliad, and his sympathy go out for the wanderer of Ithaca, so pathetically immortalized by the

"Blind old bard of Scio's isle;"

let him pore over the soul-stirring philippics of Demosthenes, not in a diluted translation, but in the quivering words as they fell from the lips of the immortal orator; give him a geological insight into the mysteries of his terrene dwelling-place; let him study mineralogy with a full cabinet and chemistry with a complete laboratory; lead him, with theodolite and chain, into the inviting fields of the surveyor; show him, with compass and quadrant, the unseen paths of the mighty ocean; place before him the 'Evidences' of Alexander, the 'Constitution' of Story, the 'Moral Philosophy' of Wayland, and the incomparable 'Analogy' of Butler; establish such a *curriculum*, with kindred and collateral branches stretching into all the ramifications of modern science, and the next generation will rise up to bless the enterprise and philanthropy that dared such sublime projects for the elevation of the race. In the educational demands of the current age and the prospective standard of learning in the future do we find the basis of a new movement, which proposes the extension of scholastic facilities in the establishment of graded schools.

There are two objections to graded schools which demand a moment's notice. The first is that the enterprise is too expensive.

There are men in every community who estimate the value of an investment only by its pecuniary percentage. With them nothing 'pays' but what yields the mighty dollar. Never having enjoyed the blessings of education themselves, they know not how to appreciate them for others. They wonder at all this display of educational artillery, when they achieved their own fortune with the simple aid of the 'three Rs'. They are amazed at this tremendous outlay in schools and books and lectures, when a quarter's discipline on a pine plank was the totality of their scholastic acquirements. They are drags on the car of Progress. We can expect nothing from such men. We can only treat them as we do surd quantities in mathematics—throw a radical sign over them and let them alone.

But there are men who, high-souled and philanthropic, sincerely seek the welfare of society, and need only to be convinced of the proper mode to give their pecuniary and moral support. It will not need much argument to convince such men that that mode is found in graded schools; nor persuasion to induce them to give their hearty coöperation. Education is not to be measured by the rate per centum of merchants on 'Change, nor the prices current of the stock-jobbers' table. Money may pay for the opportunities of learning, but never can be an equivalent for the learning itself. The people are willing to pay for the blessing when they can be convinced that it is a blessing, though there may not result from it a material return. The people will sustain a system of elevated instruction, and feel that the profit of a paltry investment will yield society a thousand fold.

But it is by no means sure that the charge of increased expense can be sustained. To the men of moderate income, there would be a wide difference between a high-school tax of one or two dollars and the thirty or fifty dollars of college tuition. It may be that the tax bill would be larger, but the aggregate of individual expenses would be diminished.

It would be the diminution of expenses in one direction at the rate of thirty to one, and the increase in another direction in proportion of one to two. For the poor man at least no more economical plan could be devised than to educate his children under the system of graded schools.

There is a second objection to the system proposed; that private academies will be destroyed.

This is a serious objection. We can not spare those noble institutions unless we supplant them with better. They have been too serviceable to the cause of popular improvement to be touched ruthlessly. The only question to be decided is, Can we furnish a better course of education under the graded school system, or as good a course under better circumstances? If our private academies can be superseded by a system of more ample and thorough training, they should not be in the way of educational progress. It is sufficient to say, in advocacy of graded schools, that they propose to furnish at least as good a course of instruction as do private academies, and on terms with which the mass of the community may more readily comply. They enter into no antagonism with private schools, but throw open the door to that class of Young America who are debarred by pecuniary considerations from the advantages of college or academy. They will note the meritorious teacher, who has sought in vain for remuneration in private enterprise, and secure him a permanent support from the endowments of civil patronage. The private academies of this country might be deserted to-morrow; and under the graded school system, sufficiently extended, the county superintendent would rededicate them, devote them to the advanced discipline of common school instruction, reinstate deserving instructors, with adequate salaries, and politely advise premature aspirants to tarry at some academic Jericho till they could furnish sufficient evidence of their claims to advancement. Private academies of sterling character are in no danger from graded schools. There is abundant field for both systems without the apprehension of collision. Private seminaries of inferior grade are sustained under the very shadow of our public schools. With equal safety may the academy stand on the same hill-top with the graded high school, flourishing as nobly as it has ever done under the countenance of those who favor it with their patronage.

Among the achievements of modern inventive genius is a little instrument called the pseudoscope, which, as its name imports, enables him who looks into it to see things falsely. A coin placed under the lens of this instrument presents its sunken surface as though it were raised, and its raised surface as if depressed. Through this instrument the people have been studying the common school system, not dreaming that what seemed to be the rising columns of the educational temple were but the solid basis on which the edifice should be built. Let the eye of the public mind be turned to the system as it is, with a view of the ground which invites a glorious and magnificent improvement; then let there be reduced to practice the three rules of the elocutionist, who, on being asked by a pupil which were the best rules for the guidance of an orator, quaintly and truthfully replied, "Action—*action*—ACTION".

THE MERRY HEART.

'Tis well to have a merry heart,
 However short we stay;
 There's wisdom in a merry heart,
 Whate'er the world may say.
 Philosophy may lift its head
 And find out many a flaw,
 But give me the philosopher
 That's happy with a straw.

If life brings us but happiness,
 It brings us, we are told,
 What's hard to buy, though rich ones try
 With all their heaps of gold;
 Then laugh away, let others say
 Whate'er they will of mirth;
 Who laughs the most may truly boast
 He's got the wealth of earth.

There's beauty in the merry heart,
 A moral beauty too;
 It shows the heart's an honest heart,
 That's paid each man his due,
 And lent a share of what's to spare,
 Despite of wisdom's fears,
 And makes the cheek less sorrow speak,
 The eye weep fewer tears.

The sun may shroud itself in cloud,
 The tempest wrath begin,
 It finds a spark to cheer the dark,
 Its sunlight is within.
 Then laugh away, let others say
 Whate'er they will of mirth;
 Who laughs the most may truly boast
 He's got the wealth of earth.

A W O R D.

THERE is a word—the word of words,
 To which a charm is lent
 That keeps the universe alive,
 That word—ENCOURAGEMENT.
 'Tis like a mainspring to the world,
 That with a sovereign sway,
 Whene'er the ball would cease its course,
 Impels it on its way.

SENTIMENTAL GEOGRAPHY.

ANTHONY VAN DIEMAN, Governor of Batavia, had a daughter whose name was Maria. Since she was not only charming and accomplished, but also the only child of a rich papa, who was Governor of the Dutch East Indies, Maria's image was impressed on many a heart, and she had no lack of suitors. There were great men among them; but, with maiden-like perversity, Maria most favored a poor sailor—a handsome, dashing fellow, who was very skillful in his business, but who had no pockets, nor use for any. The young sailor's name was Abel Judson Tasman. He was devoted to Maria, heart and soul; had exchanged pledges with her, and had brought matters to so serious a pass that the proud father determined to put the young adventurer quietly and courteously out of sight. The doing so he took to be a better and more fatherly course than the institution of a family quarrel. That his Maria should become Mrs. Tasman, he knew very well was not for a moment to be thought of. Whoever won his daughter must have wealth and a patent of nobility. She was no fit mate for a poor sailor. Tasman, however, could be easily dismissed from dangling after her.

The Batavian traders had, at that time, a vague notion that there was a vast continent on an unknown austral land, some where near the south pole, and Van Dieman determined to send Tasman out to see about it. If he never came back it would be no matter; but at any rate he would be certainly a long time gone. Van Dieman therefore fitted out an expedition and gave the command of it to young Tasman.

Off the young fellow set, in the year sixteen hundred and forty-two, and, like an enamored swain as he was, the first new ground that he discovered—a considerable stretch of land, now forming a well-known English colony,—he named, after his dear love, 'Van Dieman's Land', and put Miss Van Dieman's christian name beside her patronymic by giving the name of Maria to a small adjoining island close to the southeastern extremity of the new land. That land (Van Dieman's Land) we have of late begun very generally to call after its discoverer, Tasmania.

Continuing his journey southward, the young sailor anchored his ships on the eighteenth of December in a sheltered bay, which he called Moodenare's (Murderer's) Bay, because the natives there attacked his ships and killed three of his men. Traveling on, he reached, after some days, the islands which he called after the Three Kings, because he saw them on the Feast of the Epiphany; and then, coming upon New Zealand from the north, he called it, in a patriotic way, after the States of Holland, Staten Land; but the extreme northern point of it, a fine bold headland jutting out into the sea, strong as his love, he entitled again Cape Maria; for he had gone out resolved, not indeed to 'carve her name on trunks of trees', but to do his mistress the same

sort of honor in a way that would be nobler, manlier and more enduring. After a long and prosperous voyage, graced by one or two more discoveries, Tasman came back to Batavia. He had more than earned his wife, for he had won for himself sudden and high renown, court-favor, rank and fortune. Governor Van Dieman acquired a famous son-in-law, and the married life of the lovers glided happily away with no more crosses in its path.

Tasman did not make another journey to New Zealand—it remained unvisited untill the year seventeen hundred and sixty-nine, when it was rediscovered by Captain Cook, who very quickly recognized it as a portion of the land that had been first seen by the love-lorn sailor.

Household Words.

MAKE YOUR MARK.

In the quarries should you toil,
 Make your mark;
 Do you delve upon the soil,
 Make your mark;
 In whatever path you go,
 In whatever place you stand—
 Moving swift or moving slow—
 With a firm and honest hand,
 Make your mark.

Life is fleeting as a shade—
 Make your mark;
 Marks of some kind must be made—
 Make your mark;
 Make it while the arm is strong,
 In the golden hours of youth;
 Never, never make it wrong;
 Make it with the stamp of TRUTH—

Knickerbocker for February.

A CALIFORNIA FARMER.

AN URCHIN IN A BAD FIX.—Little boys when they come late to school have to bring a written excuse, explaining the cause of their tardiness. Some days since, an urchin in a city school came extremely late, but without the least fear or anxiety depicted on his countenance. He had a 'scuse. On handing it to the teacher, it was opened, and read thus:

"MISSUS: Whale the bearer for running away."

The model 'scuse was accepted, and the little fellow was accordingly admonished in the region of his 'sit-down-upons'.

UNCONSCIOUS TUITION.

BY FREDERIC D. HUNTINGTON.

IF we enter successively a number of school-rooms, we shall probably discover a contrast something like this: In one we shall see a presiding presence, which it will puzzle us at first sight to analyze or to explain. Looking at the master's (I use the masculine term only for convenience), the first quality that strikes us is the absence of all effort. Every thing seems to be done with an ease that gives an impression of spontaneous and natural energy; for, after all, it is energy. The repose is totally unlike indolence. The ease of manner has no shuffling and no lounging in it. There is all the vitality and vigor of inward determination. The dignity is at the farthest possible remove from indifference or carelessness. It is told of Hercules, god of real force, that 'whether he stood, or walked, or sat, or whatever he did, he conquered.' This teacher accomplishes his ends with singular precision. He speaks less than is common, and with less pretension when he does speak; yet his idea is conveyed and caught, and his will is promptly done. When he arrives, order begins. When he addresses an individual or a class, attention comes, and not as if it was extorted by fear, nor even paid by conscience as a duty, but cordially. No body seems to be looking at him particularly, yet he is felt to be there, through the whole place. He does not seem to be attempting any thing elaborately with any body, yet the business is done, and it is done remarkably well. The three-fold office of school-keeping, even according to the popular standard, is achieved without friction and without failure. Authority is secured, intellectual activity is stimulated, knowledge is got with a hearty zeal.

Over against this style of teacher we find another. He is the incarnation of painful and laborious striving. He is a conscious perturbation; a principled paroxysm; an embodied flutter; a mortal stir; an honest human hurly-burly. In his present intention he is just as sincere as the other. Indeed, he tries so hard that, by one of the common perversions of human nature, his pupils appear to have made up their minds to see to it that he shall try harder yet, and fail after all. So he talks much, and the multiplication of words only hinders the multiplication of integers and fractions, enfeebles his government, and beclouds the recitation. His expostulations roll over the boy's conscience like obliquely-shot bullets over the ice; and his gestures illustrate nothing but personal impotency and despair.

How shall we account for this contrast? Obviously there is some cause at work in each case other than the direct purpose, the conscious endeavor, the mental attainments, or the spoken sentiments. Ask the

calm teacher—him who is the true *master*—master workman, master of his business—ask him the secret of his strength, and he would be exceedingly perplexed to define it. Tell the feverish one that his restlessness is his weakness, and he will not be able to apply an immediate correction. What are we obliged to conclude, then, but that in each of these instances there is going on an unconscious development of a certain internal character or quality of manhood, which has been accumulating through previous habits, and which is now acting as a positive, formative, and mighty force in making these boys and girls into the men they ought to be? And it acts both on their intellectual nature and the moral; for it advances or dissipates their studies, while it more powerfully affects the substance and tendency of character. Now there are different organs in our human structure which serve as media for expressing and carrying on this unspoken and unconscious influence so that it shall represent exactly what we are. That is, to atone for the defects of language, and moreover to forestall any vicious attempts we might make at deception, the Creator has established certain signs of his own, which shall reveal, in spite of our will, the moral secret.

One of these is the temper, or rather that system of nervous network by which temper telegraphs its inward changes to the outward world. The temper itself, in fact, is one of the ingredients in our composition most independent of immediate and voluntary control. Control over it is gained by the will only through long and patient discipline; and so it is an effectual revealer of our real stuff. It acts so suddenly that deliberation has not time to dictate its behavior; and, like other tell-tales, it is so much in a hurry that an after-thought fails to overtake the first message. It lets the hidden man out and pulls off his mask. This temper is doing its brisk publishing business in every school-house. No day suspends its infallible bulletins, issued through all manner of impulsive movements and decisions. Every pupil reads them, for there is no cheating those penetrating eyes. He may not stop to scrutinize, or even state to himself his impression; but he takes it; it enters into him; it becomes a part of himself. By the balm or the irritation, by the sweetness or the sourness, by his tacit admiration or ugly resistance, he is being fashioned under that ceaseless ministry. It is either the dew of genial skies enriching him, or it is the continual dropping of a very rainy day, which Solomon himself compares to a 'contentious woman', though he probably had not a cross 'school-ma'am' in his mind. Nor are these formative phases of temper confined to the two extremes, commonly suggested, of anger and amiability. They run through an endless variety of delicate intermediate shadings. They partake of the whole circle of dispositions. They are as many as the degrees of virtue and vice, honor and shame. Every teacher moves through his school and conducts his exercises a perpetual representation to all under him of some sort of temper. When he least thinks it, the influence keeps going out. The sharpest self-inspection will scarcely inform him, moment by moment, what it is; but his whole value as a guide and companion to the young is determined

by it; his whole work is colored by it. Penalties imposed in passion are proverbially the seeds of fresh rebellions, and the relative impressions of milder moods are no less certain. Whatever temper you have suffered to grow up in the gradual habit of years, that will get a daily revelation over your desk as visible as any map on the walls.

Another instrument of this unconscious tuition is the human face. There is something very affecting in the simple and solemn earnestness with which children look into their elders' faces. They know by an instinct that they shall find there an unmistakable signal of what they have to expect. It is as if the Maker had set up that open dial of muscle and fibre, color and form, eye and mouth, to mock all schemes of concealment and decree a certain amount of mutual acquaintance between all persons as the basis of confidence or suspicion. All the vital spirits of brain and blood are ever sending their swift demonstrations to that public indicator. It is the unguarded rendezvous of all the imponderable couriers of the heart. It is the public playground of all the fairies or imps of passion. If you come before your pupils after dinner, your countenance gross and stupid with animal excess, do you suppose the school will not instinctively feel the sensual oppression and know Silenus by his looks? A teacher has only partially comprehended the familiar powers of his place who has left out the lessons of his own countenance. There is a perpetual picture, which his pupils study as unconsciously as he exhibits it. His plans will miscarry if he expects a genial and nourishing session when he enters with a face blacker than the blackboard. And very often he may fail entirely to account for a rapid and systematic progress which was really due to the bright interpretations and conciliatory overtures glancing unconsciously from his eyes, or subtly in the lines of frankness and good will about his lips. The eye itself alone, in its regal power and port, is the born prince of a school-room. He answers a score of questions, or anticipates them by a glance. "The human countenance", it has been said, "is the painted stage and natural robing-room of the soul. It is no single dress, but wardrobes of costumes innumerable. Our seven ages have their liveries there, of every dye and cut, from the cradle to the bier; ruddy cheeks, merry dimples and plump stuffing for youth, line and furrow for many-thoughted age; carnation for bridal morning, and heavenlier paleness for the new-found mother. All the legions of desires and hopes have uniforms and badges there at hand. It is the loom where the inner man weaves, on the instant, the garment of his mood, to dissolve again into current life when the hour is past. There it is that love puts on its celestial rosy red; there lovely shame blushes and mean shame looks earthy; there hatred contracts its wicked white; there jealousy pricks from its own drawer its bodice of settled green; there anger clothes itself in black, and despair in the grayness of the dead; there hypocrisy plunders the rest and takes all their dresses by turns; sorrow and penitence, too, have sackcloth there; and genius and inspiration, in immortal hours, encinctured there with the unsought halo, stand forth in the supremacy of light."

What then? Can a man look otherwise than nature made him to look? Can he reconstruct his features? Can he resolve his face into beauty by a purpose? I reply, Nature made his countenance to reflect the spirit of his life. It is a common maxim that some faces, plainest by the rules of classic symmetry, are noble with moral dignity and radiant with spiritual light. The faces we love to look at over and over again must be the really beautiful faces, and these are the faces of lovely persons, no matter about your Juno or Apollo. Says Chrysostom, speaking of Bishop Flavian, who had gone to intercede with the Emperor for the rebellious citizens of Antioch, "The countenance of holy men is full of spiritual power." This kind of beauty, the only real kind, is producible. The soul, such as it is, will shine through. But the completeness of that transformed expression will be seen only where the long patience of self-control and the holiest sincerity of love and the slow triumph of unselfish principle have wrought their interior work, moulding the inner man into a nobleness that the outward shape may honestly image.

Another of these unconscious educatory forces is the voice—the most evanescent and fugitive of things, yet the most reliable as a revealer of moral secrets. The voice, I mean now, not as an articulate medium of thought—that would be its *conscious* function, and that we here expressly set aside—but the voice as a simple sound, irrespective of syllables, and by its quality and volume, by tone, modulation, wave and cadence, disclosing a disposition in the heart. It must have occurred to us all, how brave and long-continued and sore struggles of right with wrong in the conscience, the secret conflict of heaven with hell, Ormuzd with Ahriman in the bosom, may have been the needful preparation that gave one note of the voice, apparently falling as the most careless of acts, its sweet, celestial accent. I have no doubt that the unexplained reason why some persons remain strangely repulsive to us in spite of all efforts to overcome the aversion, may be owing to some uncongenial quality betokened only in the tones of the voice. And it is familiar how the magic of a euphony, made musical and gracious by pity and love, wins wonderful convictions. I remember hearing a thoughtful person, of fine moral intuitions, who had been a little tormented by the eccentricities of a man of genius, say that all his annoyances vanished before the marvelously affecting pathos with which this odd visiter spoke the single word *Good-night*. We all remember the story of our philanthropic countrywoman quieting the rage of a maniac by her tones. Elizabeth Fry used to do the same thing at Newgate. What we only need to remember is, that into these unpremeditated sounds goes the moral coloring of a character compacted in the deliberate formation of years. And if we would breathe magnanimity, we must be, we must *have been*, magnanimous.

Still another of the silent but formative agencies in education is that combination of physical signs and motions which we designate in the aggregate as MANNERS. Some one has said, "A beautiful form is better than a beautiful face; but a beautiful behavior is better than a beautiful form. It is the finest of the fine arts. It abolishes all con-

siderations of magnitude and equals the majesty of the world." A treatise that should philosophically exhibit the relative proportion of text-books and mere manners in their effects on the whole being of a pupil, would probably offer matter for surprise and for use. It was said that an experienced observer could tell in Parliament, of a morning, which way the ministerial wind blew by noticing how Sir Robert Peel threw open the collar of his coat. Manners are a compound of form and spirit—spirit acted into form. The reason that the manner is so often spiritless and unmeaning is, that the person does not contain soul enough to inform and carry off the body. There is a struggle between the liberty of the heart and the resistance of the machine, resulting in awkwardness whenever the latter gets the advantage. The reason a person's manner is formal is that his sluggish imitation of what he has seen, or else a false and selfish ambition, comes in between his nature and his action, to disturb the harmony and overbear a real grace with a vicious ornament. The young quite as readily as the old detect a sensible and kind and high-hearted nature, or its opposite, through this visible system of characters; but they draw their conclusion without knowing any such process, as unconsciously as the manner itself is worn. The effect takes place on both the intellectual faculties and the affections; for very fine manners are able to quicken and sharpen the play of thought, making conversation more brilliant because the conceptions are livelier. D'Aguiseau says of Fenelon, that the charm of his manner, and a certain indescribable expression, made his hearers fancy that instead of mastering the sciences he discoursed upon, he had invented them.

Manners also react upon the mind that produces them, just as they themselves are reacted upon by the dress in which they appear. It used to be a saying among the old-school gentlemen and ladies that a courtly bow could not be made without a handsome stocking and slipper. Then there is a connection more sacred still between the manners and the affections. They act magically on the springs of feeling; they teach us love and hate, indifference and zeal. They are the ever-present sculpture gallery. The spinal cord is a telegraphic wire with a hundred ends. But whoever imagines legitimate manners can be taken up and laid aside, put on and put off, for the moment, has missed their deepest law. Doubtless there are artificial manners, but only in artificial persons. A French dancing-master, a Monsieur Turveydrop, can manufacture a deportment for you, and you can wear it, but not till your mind has condescended to the Turveydrop level; and then the deportment only faithfully indicates the character again. A noble and attractive every-day bearing comes of goodness, of sincerity, of refinement. And these are bred in years, not moments. The principle that rules your life is the sure posture-master. Sir Philip Sidney was the pattern to all England of a perfect gentleman, but then he was the hero that, on the field of Zutphen, pushed away the cup of cold water from his own fevered and parched lips, and held it out to the dying soldier at his side; if lofty sentiments habitually make their home in the heart, they will beget, not perhaps a factitious and finical drawing-

room etiquette, but the breeding of a genuine and more royal gentility, to which no simple, no *young* heart will refuse its homage. Children are not educated till they catch the charm that makes a gentleman or a lady. A coarse and slovenly teacher, a vulgar and boorish presence, munching apples or nuts at recitations, like a squirrel, pocketing his hands like a mummy, projecting his heels nearer the firmament than his skull, like a circus clown, and dispensing American saliva like a member of Congress, inflicts a wrong on the school-room for which no scientific attainments are an offset. An educator that despises the resources hid in his personal carriage deserves, on the principle of Swedenborg's retributions, *similia similibus*, or 'like deserves like', to be passed through a pandemonium of Congressional bullying.

I 'VE SOMETHING SWEET TO TELL YOU.

BY MRS. FRANCES S. OSGOOD.

I have something sweet to tell you,
 But the secret you must keep;
 And remember, if it is n't right,
 I'm 'talking in my sleep.'

For I know I am but dreaming
 When I think your love is mine,
 And I know they are but seeming,
 All the hopes that round me shine.

So remember, when I tell you
 What I can no longer keep,
 We are none of us responsible
 For what we say in sleep.

My pretty secret's coming:
 Oh, listen with your heart,
 And you shall hear it humming
 So close 't will make you start.

Oh, shut your eyes so earnest,
 Or mine will wildly weep:
 I love you! I adore you! but—
 I'm 'TALKING IN MY SLEEP.'

TEACHING GEOGRAPHY.

NOTHING is more beautiful than the adaptation of every thing made by the Creator to the purpose for which it was made, and the harmony which, as a consequence, pervades the whole creation. Every thing, too, has many relations, and these relations it is the business of science to investigate and disclose. The sun is at once the source of light and heat for the planets and the great central orb by whose attraction they are kept in their places. The beneficent waters of the torrid zone serve the double purpose of cooling the sultry air in their rise, and of slaking the thirst of the gaping earth in their fall. And so we might multiply instances in nature of the same thing holding several important relations, and subserving several useful purposes. Nature observes the strictest economy, allowing no force to be lost.

Thus it is with the earth. It supplies whatever is necessary for man's physical support, and at the same time its phenomena furnish occasion for the exercise and enlargement of his mental and moral powers. And when it is to be studied the investigation should include its relations to the mind of man as well as to his body; for only by being thus studied can it be made to yield all the fruit it is fitted to yield.

From this it follows that the definition often given of Geography, 'A description of the earth's surface', is incomplete. It includes only a part of what is properly included in the science; for this science has its logical as well as descriptive element. There are laws to be deduced and studied, effects traced to their cause, as well as facts to be noticed.

But description, if not the whole of geography, is yet an important part of it. The word itself sets forth that fact, and every one who has attempted to instruct children in this science knows how necessary an accurate and well-appreciated description is to enable them to understand other parts of the subject. And what is a description? Does it consist in setting forth one or two qualities of the object described? No, it is something far different from this. A full and life-like description—the only kind worth the name—not only distinguishes the object from all others by enumerating its qualities, but also sets it before the mind's eye as distinctly as if the bodily eyes were fixed upon it. This, at least, should be the aim of such description, although, perhaps, it may be difficult in most cases to accomplish what is proposed. What shall we say, then, of such statements as these? 'The earth is one of the planets'; 'A mountain is a vast elevation of land'; and others equally exact and lucid found in some of our books? To say nothing of the absurdity exhibited in the first, of illustrating the known by the unknown, we should soon find that these and similar statements do not give rise to a well-defined and accurate idea in the minds of children.

The truth is, that to make a pupil see a country with distinctness, as if rays of light from every point of it were actually convergent at their proper foci upon his retina, requires a vigorous exercise upon the imagination; for it requires him to see accurately with the mental eye what, from the nature of the case, he can not see at all with the outward eye. And it is the teacher's business so to train and develop the imagination of the pupil that it may render him efficient aid in forming his geographical conceptions. Is this an easy thing to do for the mass of the scholars? Let the army of boys and girls who daily repeat the printed words of a book on geography, without variation, without thought or interest, and without even a spark of intelligence in their countenances—let these be the answer to the question.

In view of these things, what ought the teacher in geography to propose to himself as the task to be accomplished? The considerations suggested at the beginning of this article will aid us in answering this question. The earth is to be studied on its own account. Its properties are to be learned and its phenomena to be noticed because they are of themselves useful to be known. But there is another purpose to be subserved. There are powers of mind which can in no way be better trained than by a proper study of the earth and its relations. We say, therefore, that the teacher of geography should aim—1. To give his pupils an accurate idea of the form of the earth and of the appearance of its surface. 2. He should, as far as possible, lead his pupils to see and appreciate its relations to other bodies and to men, and the relations of its parts to each other. And, 3. He should aim to derive from the study as much mental discipline for the pupil as possible. In our farther investigation we shall find it necessary to subdivide each of these general heads, but for the present it will be convenient to leave them as they are.

And which of these three processes shall we attempt first? Clearly, that which was first enumerated, for upon it the other two depend. Facts, according to our modern Baconian philosophy, are the foundation of all natural science. Every law is deduced inductively, is inferred as a general from the examination of many particulars. Hence, the first process in learning any science is to note carefully the facts, to see all that can be seen with the eyes. And when the facts are such that they are not perceptible by the senses, the imagination must be enlisted in the work, and a right conception of them must be acquired through its instrumentality.

I suppose that in teaching geography we should find it necessary, at the very outset, to introduce two ideas, one of which is included under the first and the other under the second general division; I mean the landscape idea and the idea of distance and direction. One of these has reference to the appearance of the physical features of the earth and the other to the location of places. For example, in learning about a mountain, we need to know how it looks and where it is. These ideas may very properly be called elementary, not because they are incapable of division, but from the place they ought to occupy in our course of instruction. They belong at the beginning of it. We need not say

that we very often in teaching lose sight of one or both of these ideas. And this is not surprising, for neither of them can come fully into the possession of the pupil but by the help of the imagination; and that faculty, we know, is almost entirely ignored in our systems of instruction. But no faculty is more important in the work of education. It has just been said that adequate ideas of distance and of the appearance of natural scenery can not be obtained without its help. Let us put this statement to the test. Who, without a vigorous imagination, can adequately conceive of the length or breadth of a continent, or even of the distance of one hundred miles? We think we appreciate numbers because they express exactly what they stand for. But the idea of number is certainly one of the most abstract we have; and any one, by attending to his own mental operations, can see how difficult it is to form in the mind an accurate idea of a large number. Hence, such expressions as 'one thousand miles wide', 'five thousand miles long', etc., although perfectly exact mathematically, make a very vague and indefinite impression upon the mind. It requires a powerful and well-trained imagination to grapple successfully with them. Again: What untraveled American, without a very lively exercise of the same faculty, can see Mont Blanc standing before him in its solid majesty, with its 'bald and awful head' that seems to have 'a charm to stay the morning star', with its precipices and their mountain torrents, and its valleys filled with eternal streams of ice?

Our course in geography, then, should begin with something that will aid the pupil in forming such conceptions that by combining them he can see mentally the landscape that is far away and have definite ideas of the distances of which he has occasion to speak. Now, these elementary conceptions can not be furnished by words alone, however skillfully they may be used. There must be something else as a foundation. The pupil must, first of all, use his senses—more particularly that of sight, in the careful examination of scenery and distances. It is scarcely possible to overrate the importance of this part of the course of instruction to elementary geography. For we have said that the ideas of distance and of the appearance of a country can be fully formed only by the imagination, and the imagination, as we now use the word, does not create, but only combines. The *elements* of the picture that is formed in thinking of a country or portion of the earth's surface must, then, clearly, be furnished by actual observation. For this, it seems to me, there can be no substitute, and any attempt to seek a substitute will but produce a distorted and unnatural mental development.

Again: It will be seen that in acquiring the ideas of distance and direction the pupil will find it necessary to have an idea of lines. From the definition of a line given in the books on geometry, it is not easy even with an adult mind unacquainted with the subject to get a distinct idea of its nature. But let even the child go into the field and see the engineer laying off his lines, and with a little assistance, judiciously given, he would acquire so distinct a conception of what a line actually is as to make a definition unnecessary. This course accords

with the dictates of nature. All language is but a continued syllogism, of which the premises must be furnished by the senses, or from some other source of knowledge. If I wish to describe to you a mountain, or any other scene, I must employ words. Now, if these words do not to your mind represent things or qualities which you have seen, or become acquainted with in some other way, my description must fail to give you a correct idea of the scene. I must speak of peaks, precipices, waterfalls, etc.; but if these terms do not recall into your mind the idea of some thing which you have seen, of what avail are they in the description? It is manifest, then, that in teaching geography the first thing required is to make the pupil familiar with the appearance of the earth's surface, and to give him a clear understanding of what is meant by distance and direction, and some of the methods by which they can be determined.

I D I D N ' T K N O W .

He gave me a knife, one day, at school,
 Four-bladed, the handle of pearl;
 And great black words on the wrapper said,
 "For my dearest little girl."
 I was glad; oh, yes! Yet the crimson blood
 To my young cheek came and went,
 And my heart thumped wondrously, pit-a-pat,
 But I did n't know what it meant.

One night, he said I must jump on his sled,
 For the snow was falling fast.
 I was half afraid; but he coaxed and coaxed,
 And he got me on at last.
 Laughing and chatting in merry glee,
 To my home his course he bent;
 And my sisters looked at each other and smiled,
 But I did n't know what it meant.

The years passed on, and they touched his eye
 With a shadow of deeper blue;
 They gave to his form a manlier grace,
 To his cheek a swarthier hue.
 We stood by the dreamy rippling brook,
 When the day was almost spent;
 His whispers were soft as the lullaby,
 And then I knew what it meant.

THE QUAKER GIRL.

BY HELEN L. BOSTWICK.

In a quaint little cottage,
Near a busy little town,
Dwells a pretty Quaker maiden,
Clad in sober gray and brown.

There are few flowers in the windows,
And few books upon the shelf,
Not a statue, nor a picture,
Save the pretty maiden's self.

Fashion's glitter, dance and music
Ne'er within its walls are known,
Save the merry morning warble
Of one youthful voice alone.

Yet I linger—shall I tell you?—
Where the lowly maiden dwells
Often than in homes of grandeur,
With their throngs of flaunting belles.

Once, upon the narrow flagging
Of the dusty village street
As I walked, two ragged school-boys
In fierce fight I chanced to meet.

Waiting near them, most impatient,
Stood a group of haughty girls;
Ah, what gathering back of flounces,
And what scornful toss of curls!

At the moment, satchel-laden,
Tripping on her school-ward way,
Came the pretty Quaker maiden,
In her of spotless suit of gray.

Not a moment paused she, doubting,
Balancing her good intent;
Toward the angry-eyed belligerents
Straight her eager steps she bent.

One soft hand upon each shoulder,
Earnest eyes fixed on their own—
“Thee must never strike thy brother”
Said she in her gentlest tone.

"Thee must love him and forgive him
 As thyself wouldst be forgiven;
 It will make thee like the angels
 In yon blue and happy Heaven."

And the wayward children, softening,
 Yielded at her sweet command:
 Far along the street I watched them,
 Peaceful, chatting, hand in hand.

But the maiden's placid features,
 'Neath the hood of sober gray,
 Wore a smile so sweet and holy,
 Ere she turned upon her way,

That the gaudy slaves of fashion
 Paused to envy as they stood,
 Coveted that saint-like beauty
 Underneath that Quaker hood.

Truly called 'God's children' blest,
 The peacemakers dwell on earth,
 Bearing on their foreheads ever
 Impress of their heavenly birth!

DARK DAYS IN SCHOOL.

READER, did you ever have a 'dark day' in school, when the wheels of government creaked horribly and the car of progress rolled backward; when a spirit unseen but mighty stalked through the room and possessed both master and pupil in some such way as a young lady of old was said to have been possessed? If you have, or if you have not, had such a 'day', you will do well to read Professor Huntington's account of the matter:

"It is in the experience of most teachers, I presume, that on certain days, as if through some subtle and untraceable malignity in the air, the school-room seems to have fallen under the control of a secret fiend of disorder. There is nothing apparent to account for this epidemic perversity. All the ordinary rules of the place are in full recognition. The exercises tramp on in the accustomed succession. The parties are arranged as usual. There are the pupils coming from their several breakfasts, bringing both their identity and individuality; no apostasy nor special accession to depravity over night has revolutionized their natures; no conspiracy out of doors has banded them into a league of

rebellion. Yet the demoniacal possession of irritability has somehow crept into the room and taken unconditional lease of the premises. You would think it was there before the first visible arrival. The ordinary laws of unity have been suddenly bewitched. The whole school is one organized obstruction. The scholars are half-unconscious incarnations of disintegration and contraposition—inverted divisors engaged in universal self-multiplication.

“How is such a state of things to be met? Not, I think you will agree, by direct issue; not *point blank*. You may tighten your discipline, but that will not bind the volatile essence of confusion. You may ply the usual energies of your administration, but the resistance is abnormal. You may flog, but every blow uncovers the needle-points of fresh stings. You may protest and supplicate, scold and argue, inveigh and insist; the demon is not exorcised, nor even hit, but is only distributed through fifty fretty and fidgety forms. You will encounter the mischief successfully when you encounter it indirectly. What is wanted is not a stricter sovereignty, but a new spirit. The enemy is not to be confronted, but diverted. That audible rustle through the room comes of a moral snarl, and no harder study, no closer physical confinement, no intellectual dexterity will distangle it. Half your purpose is defeated if the scholars even find out that you are worried. The angel of peace must descend so softly that his coming shall not be known, save as the benediction of his presence spreads order, like a smile of light, through the place.

“If a sudden skillful change of the ordinary arrangements and exercises of the day takes the scholars, as it were, off their feet; if an unexpected narrative, or a fresh lecture on an unfamiliar theme, kept ready for such an emergency, is sprung upon their good will; if a sudden resolving of the body into a volunteer corps of huntsmen, on the search of some etymological research, the genealogy of a custom or the pedigree of an epithet surprises them into an involuntary interest; or in a younger company, if music is made the Orphean minister of taming savage dispositions again, then your oblique and unconscious tuition has wrought the very charm that was wanted; the room is ventilated of its restless contagion, and the Furies are fled.

“Or if, as is more than probable, the disorder was in the teacher himself; if the petulance of the school all took its origin in the disobedience of some morbid mood in the master’s own mind or body, and only ran over, by sympathetic transmission, upon the benches, so that he saw it first in its reflection there, of what use to assail the insubordination by a second charge out of the same temper? His only remedy is to fall back on the settled spiritual laws of his own being. He must try to escape out of the special disturbance into the general harmony. He must retreat, in this emergency of temptation, into those resources of character, principle, affection, provided by the previous and normal disposition of his soul. This he will achieve by some such process as that just specified, displacing the ground of a direct and annoying conflict by new scenery, and rather leaping up out of the battle with foes so mean than staying to fight it out on their level.”

PUNCTUALITY.

PUNCTUALITY: What is it? What is it worth, and what's the use in teachers troubling themselves about it? What harm in a student's being absent the first ten, fifteen or twenty minutes of school? But little is done more than to call the roll, and read a chapter in that old-fashioned book, the Bible. Suppose all the scholars should reason in this way and stay out the first twenty minutes? Would n't the teacher have an easy time, and would n't the pupils lose the time? If *one* may stay out, with equal propriety another may, and so on. The idea is absurd; just as absurd as to think to ride in the cars by going to the dépôt twenty minutes after they have started.

Punctuality is from the Latin *punctum*, a point; and a point, mathematicians tell us, has neither length, breadth, nor thickness, but position only; then if the scholar is not at the point, both 'the point in space,' and 'the point in time', he is not punctual. If school begins at nine o'clock and a pupil enters at one minute past, he is not punctual—the point is passed.

Time is money and power. Who can afford to lose it? It makes friends and insures success; the want of it alienates friends and insures failure.

Who wants to do business with a man eternally behind the time? If punctuality is worth any thing, it should be insisted on in that period of life when habits are forming and fixed. It should be a law of the school-room which teachers and parents should take especial pains and especial pride to see enforced.

We are tempted to give in this connection a humorous sketch from the *Knickerbocker*:

"The little town of Wimbleton boasted two newspapers, the *Wimbleton Patriot* and the *Wimbleton Banner*. Circumscribed as was the field of their operations, the rivalry between Caesar and Pompey was not carried on to a greater pitch than that between Mr. Huggins of the *Patriot*, and Mr. Muggins of the *Banner*.

"The session of Congress had commenced, and the President's message was daily expected. The *Patriot* and the *Banner* were on the *qui vive*, each determined to forestall its opponent.

"At length the *Banner* received information that the message had been received in a city some fifteen miles distant; and the editor, determined on a bold stroke, secured a horse and wagon and posted off, intending to have some five hundred copies struck off at the office of one of the city dailies, headed, 'Wimbletown *Banner*, Extra,' and distributed through the town before the *Patriot* could open its eyes to see what was going on.

"An hour after Mr. Muggins's departure, Mr. Huggins learned the nature of the *coup d'etat* by which his rival intended to distance him. And was he to sit patiently under it? Not Huggins.

"'Sam,' said he, calling from his office-door to a boy who was playing marbles across the way, 'come here, I want to speak to you.'

"Sam hitched up his trowsers and went.

"'How would you like a ride this morning?' inquired the editor, urbanely.

"'Fust rate,' was the reply.

"'Then go and harness up the black pony. I want you to go to the city. I will get a letter ready, and shall want you to wait till afternoon, when perhaps there will be something for you to bring back. But mind and do n't tell any body where you are going.'

"In a trice the black pony was harnessed to a light wagon, and quarter of an hour afterward Sam was on his way to the city, with a message to one of the city dailies to print off five hundred copies of the message, headed, 'Wimbleton *Patriot*, Extra,' and send them back by Sam, forthwith.

"Sam put the pony to her utmost speed, and succeeded in passing Mr. Muggins, who, wholly unconscious of his rival's counterplot, was jogging contentedly along, anticipating with no little glee the discomfiture of Huggins.

"Sam's errand sped. By four o'clock that same afternoon, he deposited in the *Patriot* office the bundle of 'extras,' and in less than an hour afterward they were distributed throughout the village.

"Mr. Muggins also succeeded in his mission. Thinking, however, that there was no especial need of haste, he did not start on his return to Wimbleton until the next morning.

"At ten o'clock precisely, he reined up in front of the Wimbleton Hotel. Rising slowly in his seat, he displayed in one hand a copy of the '*Banner Extra*,' and swinging his hat aloft in the other, shouted in jubilant tones:

"'Three cheers for the President's message!'

"Roused by the shout, the landlord made his appearance.

"'What are you shouting about the President's message for, you 'tarnal fool?' he ejaculated. 'Huggins published it in an 'extra' yesterday afternoon, and every body in town's read it by this time!'

"Poor Muggins! His pride was suddenly and rudely taken down; and without a word he drove down to the river, into which he pitched the whole edition of the '*Banner Extra*' which he had taken so much pains to issue.

"The Wimbleton *Banner* never got over the shock of its discomfiture. In less than three months the last number was issued, and Muggins left town to find a home in the great West."

Poor Muggins; he was a little too late.

A STORY FOR BOYS.

A few days since, in one of our Fox-river towns, a party of boys were coasting, and as, one after another, they darted down the smooth white course, and ran gayly back, drawing their sleds to the top of the hill for a fresh start, the laugh and cheer that rose so pleasantly won even from busy men and aged men a smiling glance at a scene which called back to each his own boyhood. But alas, one of these lads will not recall that afternoon's sport again, and another will never look back upon that bright winter's day without a shudder.

The story is a sad one. During their sport, the sled of one of the boys ran against that of a play-fellow, doing some slight injury. It was provoking—it might, perhaps, have been avoided—but how does it compare with the result which followed? The second scene is two angry boys, with eyes flashing and fists clenched, fighting; and the next, one of them is lying upon the snow, which is scarce paler than his cheek or the frightened countenances of those who bend over him. His playmate had killed him. Anger came suddenly upon their peaceful sport, and this was the terrible consequence. And now, boys, picture, if you can, the agony of him who had taken the life of a school-fellow. What would he not give to recall that blow? and yet, he can no more do so than he can call back to life the cold remains of the active little school-mate who but a week ago shared in his studies and sports. Do not say that he is worse than you are, if you ever raised your hand in anger. He did not mean to kill his play-fellow; he intended nothing more than you, when a thousand times at a thousand little things you have given way to passion. Boys, think of this; be gentle in your sports; be forbearing and manly, for true manliness is to 'bear and forbear'.

Elgin Journal.

IS THE SCHOOLMASTER AT LARGE?—Some of our exchanges have been furnished by the Secretary of the Club with the following, and are passing it round:

"The following is a literal copy of a list of questions proposed for discussion in a debating-club down east:

"'Is dansin morralla rong?' 'Is the reading of ficktus woaks commendible?' 'Is it necessary that femails shud reseve a thorough literary educashun?' 'Ot femails to take part in politiks?'"

People who can't spell seldom have a high respect for woman.

EDITOR'S TABLE.

TEACHERS AND FRIENDS: The second number of your journal is before you. Do you like it? If so, we know you are willing to aid it. Now is the time for a simultaneous effort in every part of the State to swell the list of subscribers. We propose this plan: That every teacher and friend of common schools, on the receipt of this number, take one day and visit each family in his neighborhood and invite them to subscribe for the *Teacher*. We feel confident that such a course would triple its circulation and consequent usefulness. What friend of common schools will not esteem it a pleasure to give ONE DAY to the cause. Our proposition is made; do with it as it deserves.

INSTITUTE AT BRIMFIELD.—An extra session of the 'Peoria County Teachers' Institute' was held in this beautiful village on the eighth and ninth of February, and such a reception as we received we do not expect again for many a day. There was a soul about it—a good old-fashioned hearty welcome, like some thing we remember to have experienced in our childhood among the green hills of a distant State. The interest manifested in our meeting and its objects may be gathered from the fact that, although two other meetings were in progress at the same time, the church in which the Institute held its meeting was no stranger to spectators. The people not only attended, but they took part in the exercises of the Institute. Several important resolutions were unanimously adopted, among which we find the following:

WHEREAS, The State Superintendent of Public Instruction and the Board of Education strongly recommend the *Illinois Teacher*; therefore,

RESOLVED, That the citizens of Brimfield, together with the members of the Institute, recommend to the Supervisors of the county to authorize the County Commissioner to put a copy of the *Illinois Teacher* into each School District in the county.

STILLNESS.—The degree of stillness in which a room should be kept varies with the age of scholars and fitness of the room. What would be practicable and desirable in one case it might be folly to attempt in another. We once heard a successful teacher remark that no school was still enough unless a clock could be heard to tick distinctly throughout the room. Now, although this savors of the romantic unless the clock were a loud ticker, nevertheless, give us the clock rather than a railroad as a standard. Confounding mind with matter or imperfect operations of matter is unfair; it involves a fallacy. The operations of mind are silent, of matter some times noisy. And yet what noise is there in the

movement of a muscle, an arm or hand, or even a world or system of worlds? Again: What work of genius has been wrought out in close proximity to noise or constant play of tongues? HOMER and MILTON in the solitude of blindness, LUTHER in the Wartburg and BUNYAN in Bedford jail did something worth remembering, but what they did aside from these places and circumstances is of little value.

Who does not, if he wishes to concentrate all his powers on one point, shut himself in from the world, and, untended, collect and direct the forces of that mind which CARLISLE calls 'the rest of infinite motion, the sleep of a spinning top'.

It is a work of sufficient difficulty to cultivate the power of abstraction in children in a still room, where there are few or no disturbing causes; but that difficulty is magnified indefinitely where noise exists.

Whispering, the cardinal cause of nine-tenths of all the noise in schools, is useless and hurtful, and difficult to prevent. It is almost as natural for children to whisper as it is to breathe, and all see how inconvenient it would be to deprive them of that privilege; still, no school can be sufficiently silent where the lips are allowed to move either in communicating or studying. The lips must be kept still.

A correspondent from Lee county 'books us up' in regard to school-matters there. It appears that they have 'taken time by the fore-lock', and got up a Normal School which will go into operation immediately. This is right—exactly 'Wright'—and if they and their children are not richer and nobler for the pecuniary sacrifice made and to be made, then may we expect 'ice in June' or that the laws of nature have changed. We supposed Lee county was hard to beat, and yet were congratulating ourselves, together with Bureau, that by putting the *Teacher* into every school-district in the county and making an appropriation in support of the County Institute we were at least her equal, if not a trifle in advance. But we see that she has 'stolen the march', and is now pressing on in the same direction, although in another path, and makes a good show to distance all competitors. Hope she will not forget to place in each school-library a copy of the *Illinois Teacher*.

But to the record and the communication. We extract from the records as follows:

"The report of the Committee on Organization being called for, SIMEON WRIGHT, Chairman, submitted a report embracing a form of organization for an Institution for the better qualification of teachers. The report was received and adopted, and on motion of HENRY T. NOBLE, of Dixon, the Lee County Normal Institute was located at Lee Centre.

"The meeting then proceeded to the election of seven trustees, with the following result: A. C. STEDMAN and HENRY T. NOBLE, of Dixon; GEO. R. LINN, of China; LORENZO WOOD, of Amboy; SHERMAN SHAW, of Bradford; JOHN GILLMORE, of Brooklin; and EPHRAIM INGALS, of Lee Centre.

"After signing the articles of organization, the following donations were made, for the purpose of forming a fund the interest of which is to be applied to the support of the Normal department: A. C. STEDMAN, one hundred dollars; H. T. NOBLE, one hundred dollars; SIMEON WRIGHT, one hundred dollars; A. R. WHITNEY, one hundred dollars; SHERMAN SHAW, one hundred dollars; G. R. LINN, one hundred dollars; G. E. HASKELL, one hundred dollars; T. L. PRATT,

fifty dollars; E. INGALS, one hundred dollars; G. M. LA FORGE, one hundred dollars; DANIEL FROST, one hundred dollars; JOSEPH M. CAREY, fifty dollars; LORENZO WOOD, one hundred dollars.

"Said donations to be a perpetual fund, the interest, at ten per centum, to be paid annually, as long as said Institute is kept in legal existence."

So much for the records. Now for the communication:

EDUCATION IN LEE COUNTY.—It is gratifying to witness the interest that is felt by the citizens of Lee county upon the subject of education. To establish schools that are free, and such as afford facilities for a thorough and practical knowledge of the sciences, is the leading object of all. The miserly policy of starving the intellect to fill the purse finds no support here. That our schools have been neglected is plainly seen in the size, condition and location of many of the houses used for scholastic purposes. But the spirit of improvement is started in this direction. All of our villages and larger districts that have not houses adapted to the graded system of schools are discussing the expediency of immediate action, and as yet no opposition has arrayed itself to thwart the efforts for elevating the standard of common schools. But one sentiment prevails, and that is in favor of large and commodious houses, such as will be inviting in appearance and adapted to the use for which they were designed.

And to meet the demand for teachers such will make, our citizens have organized a Normal department and endowed it with fifteen hundred dollars. Although but one meeting of its friends has yet been held, the endowment is increasing every week.

The Board of Supervisors of this county have given encouragements of aid, and will, without doubt, appropriate some five hundred dollars a year for its support. All that is wanting is to have the demands that education makes set forth, and our citizens will give, and that freely. Teachers' Institutes have been held in Lee Centre, and the inhabitants have freely borne the expense and given a liberal patronage to all of the sessions. Our fifth session commences March third, to continue one week under the direction of the Normal Trustees. The services of efficient instructors have been secured. But more anon. *

EDUCATION IN ALTON.—A few public-spirited persons in Alton (we wish we had their names) have rented, fitted up, warmed and lighted a room for free lectures and lessons. It is open every night and entirely free to all. "During one evening rhetoric and elocution is taught; the next evening's exercises are upon architecture, drawing, mathematics, etc. Thus every night in the week is devoted to free lessons, given by our most competent citizens, who are clergymen, school-teachers, book-keepers, etc. This project is christened the 'Alton Polytechnic Institute'. A free library and reading-room has been established in connection with it, where papers and periodicals are to be found from every State and prominent city in the Union, and also many good books."

'NEWS FROM THE JERSEYS.'—ENOCH BRIDGES, of Lynn Bottom, Jersey county, writes:

"I have been a school-officer in town eight, range twelve, for many years, and have scarcely ever seen such a thing as a periodical on common schools, and there are a great many old 'Suckers' here in the same fix. I should like to compete for the twenty-seven dollar premium."

All right, Mr. BRIDGES, we should like to have you; and we would further like to have Jersey county compete for the fifty-dollar banner. The 'lists' are open, and will be till the first of May.

THE following letter from the pleasant city of Ottawa, county-seat of LaSalle, shows that the good cause is in a healthy condition. Read what it says:

A GOOD REPORT FROM OTTOWA.—Mr. EDITOR: A few days since I had the pleasure of visiting Ottawa and learning some facts pertaining to education. The schools are organized under the new law, with an efficient Board of Education, consisting of Judge E. S. LELAND, President; Mr. N. TRUE, Secretary; PHILO LINDSEY, BENJAMIN PHELPS, A. A. FISHER, and GEORGE B. NAVY. Two fine brick buildings, heated by furnaces, have been erected, at an expense of twenty-one thousand dollars. In one of these ISAAC STONE is Principal, assisted by Miss PUTNAM, Miss JOCELYN, and Miss STEBBINS. In the other THOMAS H. CLARK is Principal, assisted by Miss DELANO, Miss FULLERTON, and Miss CAMMERON. Mr. STONE comes from the High School at Romeo, Michigan, and has been a very active member of the Michigan State Educational Association. Mr. CLARK is from Maine, and gives promise that he will maintain the reputation of a true yankee teacher. I can not but congratulate the citizens of Ottawa in their selection of teachers, and cheerfully welcome them to our ranks. They will do all they can to circulate the *Illinois Teacher*. The Schools are graded as follows: Primary Department, Intermediate Department, Grammar Department and Higher Department, and each department is subdivided into two classes. The population of Ottawa is five thousand two hundred and thirty-two; children under twenty-one years, two thousand two hundred and sixty-seven; between five and fifteen years, one thousand and nineteen. Ottawa has graded free schools. D. W.

A MODEL COUNTY.—Somerset county, New Jersey, the former residence of that successful educator, Dr. C. C. HOAGLAND, has but one inhabitant out of one hundred and sixty-nine who can not read and write. The clerk of the county court for the last nine years met but one man who could not write his name. It has a Teachers' Institute eight years old, and vigorous yet. It was the first county which petitioned for a Normal School in that State. New Jersey has now the best-endowed Normal School in the Union. We are glad to know that the moving spirit in that county has migrated westward and pitched his tent in Henry, Marshall county. Here's the right hand of fellowship for him, and we wish we could have the pleasure of extending the 'grip' to a few more of the same sort.

WE are always glad to hear from friend BRITT, and with reason, too. Hear what he says:

C. E. HOVEY: Dear Sir—I inclose four dollars for the *Teacher*, and think I shall be able to get a dozen more subscriptions before the first of May. * * *

Yours, etc.,

O. H. BRITT.

BRITT is a stirring fellow and an earnest teacher.

WE have assurances from Tazewell county that she will NOT BE BEHIND ANY OTHER COUNTY IN THE STATE in supporting the *Teacher*. She has for several years made liberal appropriations for her Teachers' Institute, and the past year the Supervisors presented their efficient School-Commissioner, Mr. LEMUEL ALLEN, with one hundred dollars. It will be remembered that those fast friends of education, Dr. MAUS, G. W. MINIER, J. H. ST. MATHEWS, and Dr. FERRIS, reside in this county.

THE following tribute to the State Superintendent of Public Instruction was tendered by the State Teachers' Institute at its late session at Springfield :

"RESOLVED, That it is the sense of this Association that our State Superintendent, Honorable N. W. EDWARDS, has honorably performed the duties of his office, and is deserving of and shall receive the hearty coöperation of the members of this Association.

"RESOLVED, That the courtesy and deference he has uniformly shown the teachers, and his desire to receive suggestions from them, entitle him to our personal thanks, and we hereby tender them to him."

READ what a visiter says of Joliet Schools :

MR. EDITOR: No city in the State has more reason to be proud of her schools than Joliet. The citizens have erected one two-story stone building and one large three-story brick building, which latter, so far as my knowledge extends, is the best in the State. Both were full of scholars with bright eyes and happy faces. Mr. HODGES, Principal in the brick school-house, is perfectly at home in the school-room, and his scholars perfectly at home in their studies. The young ladies in reading compositions, and the young gentlemen in declaiming (I visited the school while these exercises were taking place), did well; and I can advise teachers to do no better thing for themselves, if they should pass through Joliet, than to stop and visit friend HODGES's school.

Mr. ROBERTSON's school is composed of smaller scholars, but I was pleased with the good order and systematic arrangement I found there. The young misses appeared somewhat abashed while reading their compositions, but this they will overcome. The lads declaimed well, and showed that their teacher was doing thorough work. The practice of writing compositions and the practice of declamation is too much neglected in many schools. These form an honorable exception.

D. W.

BLOOMINGTON, February 18, 1856.

MACAULEY the historian is responsible for the following. Who can guess it?

Cut off my head, and singular I am ;
Cut off my tail, and plural I appear ;
Cut off both head and tail, and strange to tell,
Although my middle's left, there's nothing there !
What is my head cut off? a sounding sea.
What is my tail cut off? a roaring river.
Within whose eddying deeps I peaceful play,
A parent of soft sounds, though mute for ever.

We will give in the June number of the *Teacher* the names and address, by counties, of the teachers in the State who are subscribers to this journal. We have been requested to do this in order to see which county can muster the greatest number of LIVE teachers.

Let every subscriber be particular to state the county he is from, and also whether he (or she) is a teacher.

THE STATE TEACHERS' ASSOCIATION of Indiana, at its late session, established an educational journal and appointed GEORGE B. STONE, of Indianapolis, Resident Editor, aided by a corps of corresponding editors. W. B. SMITH AND COMPANY, of Cincinnati, donated two hundred dollars to the Association for the journal.

USE THE DICTIONARY.—While visiting a very fine school not long since, the scholars were asked to tell the meaning of the word 'horse'. Every hand went up, and eyes sparkled brightly, as much as to say, 'Please, sir, let me answer that question'. A certain one having been designated, answered, "A horse is an animal." "But a man is an animal; is a man a horse?" This was a new view of the case, and several hands were again raised. A keen-looking little girl was the lucky one this time, and replied, "A horse is a four-footed animal." "So is a dog a four-footed animal; is a dog a horse?" The hands reluctantly went down at this second query, and the little folks began for the first time to suspect that they could not TELL what a horse was.

The trouble lay in this: They had not been accustomed to use the dictionary. Every one KNEW what a horse was, but could not TELL. There are other words in common use that scholars can not define for quite a different reason—the best reason, they do n't know their meaning. Should not every child be provided with a dictionary, and taught its use? Should not the pupils in schools be encouraged and required to consult the dictionary with regard to every word they read or hear from pure lips, whose meaning they do not know?

PROFESSOR COCHRANE has been appointed Principal of the New-York State Normal School, in place of Professor WOOLWORTH, who has been promoted to the Secretaryship of the Regents of the University. Professor DAVIES has also accepted a chair in this school.

THROUGH an oversight of ours, the article entitled 'Teaching Geography', kindly furnished by Mr. RICHARD EDWARDS, is not credited to him in the body of the *Teacher*. We bespeak for it a careful perusal. Mr. EDWARDS has few equals in that department.

THE citizens of Washington, Tazewell County, have purchased a site and have subscribed eight thousand dollars to build a school-house thereon. The first story is to be used for a Primary and Grammar school; the second story for a High school, and the third for students' rooms.

THE only objection, says a Commissioner of an adjoining county, that I have yet heard to the school-tax was made by a gentleman who had ten children to send to school and only as many dollars tax to pay in all.

GOVERNOR POLLOCK, of Pennsylvania, recently visited the various schools in Harrisburgh. Of course he was handsomely received and created quite a sensation among the little folks.

REVEREND A. SMYTH is now the editor of the *Ohio Journal of Education*. He is fated to win laurels wherever he goes. Several have sprouted from the editorial chair already.

MR. JOHN EATON, Junior, of the Clinton-Street School, Cleveland, has been appointed Superintendent of Schools in Toledo, in place of Mr. SMYTH, resigned.

WE learn by a private dispatch that the Legislature of Wisconsin has ordered a copy of the Common-School Journal of that State to be put into every School District in the State. JOHN G. McMYNN, of Racine, is principal editor.

M. TABER, School-Commissioner of Kane county, promises to take off the cover and show us the educational movements in that county. We should be glad to see them.

IF subscribers do not get the *Teacher* regularly, they are requested to notify us of the fact.

WE are indebted to Senator TRUMBULL for a copy of the United States Coast Survey.

W. F. M. ARNY, J. A. HAWLEY, W. H. LAPHAM, and E. D. OSBAND are authorized to act as agents for the *Teacher*.

BOOKS AND PERIODICALS.

WEBSTER'S QUARTO DICTIONARY. UNABRIDGED. Springfield, Mass.: Published by GEORGE AND CHARLES MERRIAM.

The power of language to express excellence has been put to the test by the best-educated men of the age in commending this work, and if the shade of the departed could revisit this lower air and take cognizance of what is passing, it must be abundantly satisfied. Grave Statesmen, learned Presidents, profound Jurists and a multitude of less-honored members of the great English family have voluntarily expressed their obligations to the Sage of West-Hartford. One says, "There have been two NOAHs in this world who have, we trust, entered a blessed world to come—the NOAH of diluvian days, who conducted the representatives of the living creation over the world of waters, and the NOAH of modern days, who has navigated the Ark of the English language over the deluge of a world of words. NOAH WEBSTER's Dictionaries are soon to be the Court-language of the world." Another discourses after this wise: "When our republic rose, he became its schoolmaster. There had never been a great nation with a universal language without dialects. The Yorkshireman can not now talk with a man from Cornwall. The peasant of the Ligurian Appenines drives his goats home at evening over hills that look down on six provinces, none of whose dialects he can speak. Here five thousand miles change not the sound of a word. Around every fireside and from every tribune, in every field of labor and every factory of toil is heard the same tongue.—We owe it to WEBSTER. He has done more for us than ALFRED did for England, or CADMUS for Greece. His books have educated three generations. They are for ever multiplying his innumerable army of thinkers, who will transmit his name from age

to age. Only two men have stood on the New World whose fame is so sure to last — COLUMBUS, its Discoverer, and WASHINGTON, its Savior. WEBSTER is, and will be, its great teacher; and these three make one trinity of fame."

With WEBSTER and SHAKESPEARE in his prison, KOSSUTH became master of the English tongue. We suppose all agree that the UNABRIDGED Dictionary of WEBSTER is the standard in etymology and definition. A distinguished lecturer and traveler a few days since said that while on one of the Egean Islands he accidentally discovered the connection of the word licorice with the Greek word *glukus*. He supposed he had made a discovery, but on reference to WEBSTER he found the matter already in print. If we wish to know from what a word is derived, we go to WEBSTER'S Unabridged. If we wish to know what a word means, we consult WEBSTER'S Unabridged. No other dictionary supplies its place. It may be used without others, but none others without it. Such seems to be the verdict of the English people, both cis-Atlantic and trans-Atlantic, and we know of no way in which a few thousand dollars could be better expended than by putting a copy of this great work upon every teacher's desk in the State.

OUTLINES OF PHYSICAL GEOGRAPHY. By GEORGE W. FITCH. New-York: J. H. COLTON AND COMPANY.

ELEMENTS OF PHYSICAL GEOGRAPHY. By CORNELIUS S. CARTEE. Boston: HICKLING, SWAN AND BROWN.

We are glad to see our publishers turning their attention to this interesting but neglected subject. Since the series of lectures by GUYOT were published, developing the great variety and beauty of physical phenomena, we have desired to see the facts of the science put in form suitable for the school-room. This has been well done in the works before us. Mr. FITCH is an accurate writer, and J. H. COLTON AND COMPANY have the reputation of getting out their publications in the highest style of the art. The book is beautiful. Mr. CARTEE appears for the first time as an author, but has long been known as an excellent teacher. HICKLING, SWAN AND BROWN have brought out this book in their best manner.

MY FIRST EXERCISES IN COMPOSITION-WRITING. Boston: Published by ROBINSON AND RICHARDSON.

This is an attempt to make the exercises of Composition-Writing attractive, and the attempt seems to be successful. Nothing, of course, can take the place of attention, effort and thought, but the subject need not be approached on its steepest side. It is easier to wind round a hill than to go directly up it, and this idea seems to have been seized hold of and used in 'My First Exercises in Composition-Writing'.

THE first volume of the *Illinois Teacher* contains a history of educational movements in Illinois up to this time. Every teacher should have it as a work of reference. There are still a few volumes on hand which may be had of W. F. M. ARNY, Bloomington, or C. E. HOVER, Peoria, for the subscription price, one dollar.

THE *Ohio Journal of Education* for January is received, containing a very modest new-year's greeting, an account of the State Association, together with the usual amount of agreeable things served up in a very agreeable way. We look up to it as an elder brother and shall take counsel from its columns. It is published at Columbus.

THE *Michigan Journal* is ably conducted by J. M. GREGORY, of Detroit, and filled with original and readable matter. It has made us twelve visits during the past year, and 'nary poor one among 'em'. Hope still to retain its acquaintance.

A Prospectus of the *Wisconsin Journal of Education* is received. First number to be issued in March. JOHN G. McMYNN, of Racine, Resident Editor.

O B I T U A R Y .

HONORABLE ONSLOW PETERS, a resident of Peoria, and widely known as a warm and strong friend of public schools, died in Washington, D. C., on the 28th of February. He was a pioneer in education as well as in other matters, and could always find time, in the midst of a laborious and exacting profession, to aid by his presence or his pen, this cause, which, more than any other, engaged his sympathies. Nor is this surprising. He grew up in the schools of the Pilgrims, was fitted for College in their academies, and graduated at Brown University with the highest honors, in the same class with Dr. SEARS, its present President. To win laurels in such company argues a love of learning which time may never extinguish, and a capacity which many might envy. He pursued a course of professional study at Cambridge, and then sought a home upon the frontier ere yet the war-whoop of the retiring red man had died away from the site of the beautiful city of his residence.

He was a worker. '*Labor omnia vincit*', translated in boyhood, was exemplified in manhood. While others slept he toiled.

It is too late to say that such a man succeeded, that he was honored with important trusts or that he will be remembered. His early study and subsequent application long since possessed the world of this secret and revealed the price of success. But he 'sleeps his last sleep'. We wish not to trace his history, but simply to say that another friend of education is gone, and to drop a tear in sympathy with the stricken family.

"All that breathe will share his destiny.
So live that when thy summons comes to join
The innumerable caravan that moves
To the pale realms of shade, where each shall take
His chamber in the silent halls of death,
Thou go not, like the quarry slave at night,
Scourged to his dungeon, but sustained and soothed
By an unfaltering trust, approach thy grave
Like one who wraps the drapery of his couch
About him and lies down to pleasant dreams."

ILLINOIS TEACHER.

VOL. II.

APRIL, 1856.

No. 3.

CHICAGO HIGH SCHOOL.

BY J. C. DOBE

THE first important event in the history of our Public School system during the year 1855, was the passage of an ordinance by the Common Council for the establishment of a Public High School. The erection of a suitable building for its accommodation next became a subject of consideration, and after much deliberation with regard to building material and expense, it was resolved to erect a building of Athens stone, in the West Division of the city, on Monroe Street, at an expense of thirty-three thousand and seventy-two dollars. It is believed, however, that the building and its appurtenances, independent of the lot, will not cost much less than forty thousand dollars. The lot on which the house is located is two hundred feet square and is a part of School Block No. 1, and consequently was not purchased. It is estimated at a value of twenty thousand dollars. The stone work is now finished, and in accordance with the contracts, the interior of the house will be completed during the summer of 1856. Immediately after the completion of the building it is declared by ordinance that a high school shall be organized therein, which will be about the first of September, 1856.

The school will consist of three departments, viz: an English High, a Normal, and a Classical Department.

The courses of study for the different departments have not yet been prescribed, but they will conform nearly to those which are usually pursued in the best institutions of the kind in the country.

The Normal department is designed to qualify for teaching young ladies of our own city who shall distinguish themselves by correct deportment and superior scholarship; and it will be seen by the ordinance for the establishment of the school that graduates of the Normal

Department shall have preference, other things being equal, in the appointment of teachers of the Primary and Grammar Schools.

Experience has proved that a Model School is a necessary appendage to a Normal School, in order to give students of theoretical teaching an opportunity to practice. I therefore suggest for the consideration of the Board the expediency of organizing a Model School in connection with the Normal department.

The Model School, under the tuition of a competent teacher, should consist of about fifty pupils, of suitable attainments to form five classes in regular gradation, corresponding in rank with the divisions of the Primary departments and the two lower divisions of the Grammar department. This school will enable students of the Normal department to qualify themselves by teaching classes in the Model School, without loss of time, after appointment, in learning their routine of duties.

The High-School building is so arranged as to admit of the organization of the Normal department with a Model School in proximity, without interfering in the least with the English High and Classical departments. School No. 3 is much crowded, and would be benefited by the withdrawal of a sufficient number of pupils to constitute the Model School.

The Normal School, by supplying thorough and accomplished teachers to fill vacancies that must necessarily occur in the Primary and Grammar Schools, will meet a want that has some times materially retarded their progress. When an experienced teacher resigns her office, it is often difficult to obtain a teacher who can immediately assume the duties of her predecessor without spending considerable time in becoming familiar with the system of discipline and instruction. Each department of the Primary and Grammar Schools is composed of several divisions, in regular gradation, and each division has a prescribed course of study. The teacher who shall make herself familiar with the system of instruction and the studies pursued in the respective divisions by passing through them as pupil, and who subsequently shall devote two years to study, and to the theory and practice of teaching in the Normal department, can not fail to enter upon the responsible duties of instructor with peculiar advantages over the person that has never pursued a systematic course of education preparatory to teaching.

The popular favor with which the public school system is now regarded in different sections of the country, and the efforts that are making in cities and large towns, where concentrated wealth and energy render an approximation to perfection of system practicable, are creating a demand for teachers of high qualifications; and schools for the express purpose of qualifying teachers to meet this demand have now become a very essential part of a public school system.

ORDINANCE TO ESTABLISH A PUBLIC HIGH SCHOOL FOR MALES AND FEMALES IN THE CITY OF CHICAGO.

Be it ordained by the Common Council of the city of Chicago: That for the improvement of the system of public schools now existing in

this city, and the elevation of the Grammar and Primary Schools, a High School shall be established, and a building for the same erected.

Immediately after the High-School building shall have been completed, the Board of School Inspectors shall organize a school in said building, and shall employ a Principal at a fixed salary not exceeding fifteen hundred dollars per annum.

Male assistants at a fixed salary not exceeding one thousand dollars per annum, and female assistants at a fixed salary not exceeding six hundred dollars per annum, may be employed by the Board of Inspectors, when in their judgment such assistants shall be necessary.

The Board of School Inspectors shall have the same control of the High School that it has of the other public schools; and it is the duty of the Board to prescribe rules for the discipline and instruction of the school, what studies shall be pursued and what books and apparatus shall be used.

Free instruction shall be given to all pupils who may attend said High School, subject to rules and regulations prescribed by the Board of School Inspectors.

There shall be a department in the High School expressly for the qualification of young ladies to teach, which shall be styled the Normal or Teachers' Department. Graduates of this department shall have preference, other things being equal, in the appointment of Teachers for the Primary and Grammar Schools.

Pupils shall not be admitted to the Academical department of said High School until they are twelve years of age, nor to the Normal department until they are fifteen years of age, and shall have sustained an examination upon those studies pursued in the Grammar Schools, to the approval of the Superintendent and the Principal of the High School.

No pupils shall be admitted to the High School after it shall have been organized one year, unless they have attended some public Grammar School the year next preceding the time of application for admission, provided they have been residents of the city of Chicago during that year. And after the High School shall have been organized two years, pupils shall not be admitted to said school unless they have attended some public Grammar School the two years next preceding the time of application, provided they have been residents of the city of Chicago during those two years.

Pupils applying for admission to the High Schools who have not been residents of the city of Chicago one or more years, must have attended some public Grammar School in this city unless previously qualified.

Pupils shall not be admitted to the High School after the commencement of the fall term unless qualified to enter some class already formed, and then only at such time as shall be designated by the Board of School Inspectors.

The term of attendance upon the High School necessary for graduation shall be, in the Teachers' Department two years; English High Department three years; Classical Department three years; English High and Classical Department four years.

DESCRIPTION OF THE HIGH SCHOOL BUILDING.

The main body of the building is eighty-eight feet long by fifty-two feet wide, with central projections five feet by twenty-five, making the width of the building at the centre sixty-two feet. The first and second stories are each fourteen feet, and the third seventeen feet high, in the clear. The partitions are all of brick work, twelve inches thick; the outside walls are twenty inches, composed of rubble stone dressed square and laid in courses, with rock face. The projecting piers, with their pinnacles, are built of bush-hammered cut stone. The window mullions and hoods, the dental courses and the lower part of the cornice are of the same kind of cut stone. The crown moulding of the cornice is of wood; the roof is covered with slate. The tint of the rough stone is a light blue; that of the cut stone, though of the same quality, is a lighter color, forming an agreeable contrast.

The basement story is seven feet high, and is designed to contain furnaces for warming the building, and the necessary fuel. Hot-air flues are built in the partitions, and the arrangement is such that while warm air is being admitted into a room at one corner the vitiated air is discharged through a ventilating flue at another corner. If the air in a room becomes too warm, a large valve may be opened near the ceiling, allowing the warmer air to pass off rapidly into the main ventilating flue.

The internal arrangement of the second story is like that of the first, with the exception of having much larger wardrobes. One-half of the third story is appropriated to a hall; the other half is divided into school-rooms and wardrobes in the same manner as the second story is divided.

STATISTICS.

THERE are now nine public schools in the city, and two beside the High School will be added to this number during the ensuing year.

According to the returns, the number of pupils instructed in the schools during the year is 6826.

School No. 1.

Mr. P. Bass.....	\$1,200	Miss M. L. Patrick.....	\$100
Mrs. A. E. Whittier.....	350	Miss M. B. Moulton.....	250
Miss M. A. Eames.....	250	Miss J. W. Sawyer.....	250

School No. 2.

Mr. J. Claffin.....	\$1,000	Miss S. A. Hunter.....	\$350
Miss C. McArthur.....	350	Miss C. Packard.....	250
Miss L. Perkins.....	300	Miss R. S. Robbins.....	250

School No. 3.

Mr. D. S. Wentworth.....	\$1,200	Miss S. E. Tibbetts.....	\$250
Miss M. L. Reed.....	350	Miss F. Nicol.....	250
Miss H. Culver.....	350	Mrs. J. E. Seymour.....	250
Miss F. A. Cogswell.....	400		

School No. 4.

Mr. A. G. Wilder.....	\$1,000	Miss E. W. Marshall	350
Miss D. A. Dean.....	350	Miss J. Rickords.....	250
Miss A. M. Duffy	350	Miss F. Brown.....	250

School No. 5.

Mr. C. A. Dupee.....	\$1,000	Miss M. Shields	\$400
Miss E. Dickerman.....	350	Miss A. M. Manning.....	250
Miss M. B. Sinclair.....	200		

School No. 6.

Mr. A. D. Sturtevant.....	\$1,000	Miss A. Duncan	\$400
Miss J. Williams	350	Miss E. M. Hubbard	250
Miss F. Smith.....	300	Miss M. C. Wadsworth	250

School No. 7.

Miss M. Cooper.....	\$350	Miss C. C. Fox.....	\$350
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School No. 8.

Mr. H. M. Keith.....	\$600	Miss J. E. Ward.....	\$350
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School No. 9.

Mr. O. B. Hewett.....	\$600	Miss A. Chapman.....	\$350
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THE WORLD.

TALK who will of the world as a desert of thrall,
 Yet—yet there is a bloom on the waste;
 Though the chalice of life hath its acid and gall,
 There are honey-drops too for the taste.

We murmur and droop should a sorrow-cloud stay,
 And note all the shades of our lot;
 But the rich scintillations that brighten our way
 Are basked in, enjoyed, and forgot.

Those who look on mortality's ocean aright
 Will not moan o'er each billow that rolls,
 But dwell on the glories, the beauties, the night,
 As much as the shipwrecks and shoals.

ELIZA COCK.

A GOOD DEED.—DR. CORNWALL, formerly of Greene County, died recently in Petersburg, Va., and left a will devising ten thousand dollars' worth of real estate so that the increase of it shall purchase books on Physiology, especially GRAHAM'S and DR. ALCOTT'S, for distribution in the common schools of Greene County.

GEOMETRY, THE FOUNDATION OF LEARNING.

BY THOMAS HILL.

[THROUGH the courtesy of Rev. THOMAS HILL, of Waltham, Mass., we have been furnished with an early copy of his lecture before the American Institute of Instruction, on the subject of Geometry, and will venture to suggest that it will pay for reading. He advances some novel notions with regard to the *order* of mathematical studies. We give the leading points.]

I propose as my thesis, that Geometry is the foundation of learning. It is said that Plato wrote over his school-room door, Let no one ignorant of Geometry enter here. And although the anecdote can not be found in good Greek, and is, therefore, to be considered rather mythical, it deserves to have been true. It is the inscription, which is in fact written over all the higher schools of life. Geometry is required for admission into the high schools of nature, and is always taught in Nature's infant school. It has been sadly neglected by human teachers, since the invention of logarithms and other facilities for arithmetical computation; but it has remained the foundation of learning, and no man has ever arrived at any knowledge, until he first learned from Nature herself, unconsciously perchance, Geometry enough to build it upon.

In order that you may not accuse me of overrating Geometry, and of underrating all other branches of knowledge, I will, before going further, give you a brief sketch of my views of a perfect education.

A child is a spirit, a finite will, actuating a body, under the impulse of sentiment, appetite or passion, and by the guidance of reason. Hence he needs four sorts of education. For the spirit, or will, he needs religious guidance; for the body, he must have physical training; for the impulsive nature, a moral education; and for the reason, an intellectual education. So that the intellectual training of the schools is but one out of four indispensable branches of a true education.

Take next the intellectual branch, and consider what studies are to be pursued. The grand circle of human science is divided into five sections: Theology, Psychology, History, Natural History, and Mathematics. Again, Mathematics may be divided into Arithmetic, Algebra and Geometry. So that Geometry is but one out of three branches of Mathesis, and Mathesis is but one out of five sections of human learning, but one of five courses of intellectual training, and intellectual training is but one of four indispensable branches of a true education.

You see, therefore, that I do not overlook the rest of education, and

allow Geometry to fill my whole horizon. But I nevertheless affirm, that Geometry is necessarily the first study of a finite mind; that we can not conceive of a mind having a beginning and growth, that should not find in Geometry the only milk for its earliest intellectual nourishment.

For if we take up the five divisions of Science which I have named as including all possible human knowledge, we shall find that they necessarily follow each other in the order in which I have placed them. Theology must necessarily be preceded by Psychology; we must know some thing of our own spiritual powers before we can know any thing of Him, in whose image we were created. Psychology must be preceded by History; we must know some thing of the actions of men, some thing of the ways in which they have exercised their powers, and displayed their passions, before we can know what those powers and passions are. History must be preceded by Natural History; we must know some thing of the field wherein men have acted, some thing of the materials whereon they have acted, before we can understand what they have done. Natural History must be preceded by Mathematics; we must know some thing of the laws of Space and Time before we can understand the phenomena subject to those laws.

Mathesis, therefore, is, in order of time, the first of human sciences. The same conclusion would be reached, if we examined these five sciences in the light of the powers by which we apprehend them. We shall find that all knowledge rests on a double basis, of perception and conception; of sensation and consciousness. We shall find that of these powers the perceptive are first developed, the conceptive last. The infant only perceives, does not imagine nor reason. His powers of imagination and reasoning are developed through the exercise given by observation. Hence the natural order of education will be to teach first, the sciences most dependent on observation; and lastly, those most dependent on consciousness. Now this order will lead us first to Mathematics, in which consciousness plays the least important part, and so on to Natural History, History, Psychology, and Theology.

The same conclusion that Mathematics is the first study to be pursued, will be attained if we look at the course which Divine Providence has pursued in the education of the race. Mathematics were the first-born of human sciences, and the very name that they bear of Mathesis, or learning, shows that they date back to the time when there were no other sciences to divide the honor of that name with them.

But of the three branches of Mathematics, Arithmetic, Algebra, and Geometry, which shall take precedence? Remember that I do not speak of precedence in importance, but of precedence in time. Arithmetic, the Science of Numbers; Algebra, of Time; Geometry, of Space — which comes first in the order of study. Beyond all controversy we must say Geometry. For although Arithmetic and Algebra are not directly dependent on Geometry, and the order of the three can not thus be determined, yet by the other modes of inquiry the decision is very clear. Geometry is dependent almost entirely on sensation; Algebra, almost entirely on consciousness, and, therefore, Geometry

bor, and that labor must be first performed by the teacher; such a one as never expects any thanks for what he does; one that will work for the general good in spite of enemies, false impressions of friends, or the opposition of grumblers."

TOULON SEMINARY.

N. F. A.

THE MOUNTAIN-BOY'S SONG.

TRANSLATED FROM THE GERMAN BY PROFESSOR KENDRICK.

THE mountain shepherd boy am I,
The proudest towers beneath me lie,
Here earliest shines the opening day,
Here latest dwells its parting ray:
I am the mountain boy!

The infant stream is cradled here,
I drink it from its fount so clear;
Down from the rock it wildly raves,
My arms receive its foaming waves:
I am the mountain boy!

The mountain—'t is my heritage;
When wildest storms around me rage,
From north to south their fury pour,
Still swells my song above their roar:
I am the mountain boy!

Thunder and lightning are beneath,
Yet here in heaven's own blue I breathe;
I hear them, and aloud I cry:
Pass ye my father's dwelling by!
I am the mountain boy!

When on my ear the alarm bell thrills,
When blaze the fires along the hills,
Swift I descend and join the throng,
I swing my sword and sing my song:
I am the mountain boy!

A STEP FROM THE SUBLIME TO THE OTHER SIDE.—“A few weeks since”, says a friend, “an eloquent preacher had worked his audience up to the zenith of excitement—all hung in wrapt silence on his quivering lips, and bent forward to catch the slightest whisper—when the following parenthesis brought the good people back upright on their seats, with the unity of their ideas slightly ajar: ‘There! I pronounced that word wrong! but never mind; go ahead!’ And he went ahead.”

STATE SUPERVISION OF SCHOOLS.

THERE is a question to be settled by the people of this State in the autumn, for which preparation is shortly to be made, in which a large class of her citizens are deeply concerned, and their interest in it is heightened by some peculiar circumstances. One of these is that by the laws of the State a large proportion of those who have that interest, and who are to be largely affected by its answer, are not allowed to exercise any direct influence in the matter—and the remainder have very little liberty of action, not to say opinion, which can affect the result. That question is, Who is to be State Superintendent of Public Instruction for the next two years? And those who are so deeply and earnestly concerned in its proper answer are the teachers. Of these, many are of the sex intended by the great Teacher and the circumstances of the case to have the control and formative influence over the youthful mind, and are not entitled to vote. The others are of a class which has hitherto, here and elsewhere, been under the unwise and unjust ban of public opinion, proscribed exercising, and almost from having any thing to do with the selection of an officer whose chief business is with them and their actions; for what has a schoolmaster to do with politics, which has hitherto only meant the outworkings of a dominant party? And what aggravates the present condition of this matter is, that it has been forced between the upper and nether stone of politics, which will infallibly grind all its influences to powder or belie all its previous instincts. I see not how it is to be delivered from this contamination; yet, in the hope that some one may find for us a way of escape, I am induced to show an opinion, which at least may have the effect of bringing out those of others more skilled in the suggestion of remedies. So much depends upon the selection of the 'right man for the right place' that I hesitate to approach it, lest I should lay an unhallowed hand upon the ark. If it is true, (and who will doubt it?) as is the teacher so is the school, who is able to calculate the influence that is to be exerted on the teachers of this State, for a few years to come, by the judicious administration of the duties of this office, in comparison with which, in our judgment, all others sink into insignificance? Do we unduly magnify our office when we say that in our hands, for good or ill, rests the weal or wo of the thousands of the present children and the future citizens of this great State? And, if we are to guide these aright, who is to guide, direct, control us? Would that I could say some thing which would arouse the thousand teachers of our State to perceive their true interests and duties, and to exercise their just rights. I know I shall be rebuked by all classes of politicians, and especially asked, What have TEACHERS to do with such things? and be told to stay in the school-room and mind my business; yet this is our business emphatically, and

we have too long allowed others to transact for us what we ought to do ourselves. Fellow teachers, let us at least raise our voice to a tone which shall be heard in every portion of the State, to tell what we want in a State Superintendent, not whom we want. We do not want a lawyer, to explain and expound a law which should be plain enough for one to read running—and the plain, round-about common sense of the unlearned men who in nine cases out of ten are to execute the law is of far more value than the gloss of many lawyers. We do not want a politician who has labored for the place, and whose chief ambition and effort will be to retain the place. We do not want one who has never been a teacher, who has never known the trials and triumphs of actual every-day school life, and consequently is as much without sympathy as without knowledge. We do want, desire, need, a man who has earned a deserved reputation among his fellow men by his devotion to the cause, and his eminent services in it, from the school-room, and made his way to honor and renown by his practical acquaintance and familiarity with the work and with the people who are to do the work—who can come up to, and down to the present condition and character of the teachers of the State, and encourage those who are on the right and noble platform, and help up those who are striving to get there—who can go into the school-room, the log cabin of the sparse settlement or new village, or the tasteful and beautiful resorts (?) of the city, and take with skill and discretion the labor of the hour, and show the teacher how it can be done, how it ought to be, how it must be done—who can walk into a Teachers' Institute and show to all a more excellent way, or into an association of teachers and animate and encourage with thoughts that breathe and words that burn—who can make his living voice heard, and his active pen circulate his more active ideas among all the ranks of his assistants—who can stimulate the inactive, encourage the desponding—direct the ambitious—who in few words of common sense can guide the popular sentiment and control it.

Every good system requires an efficient director, and this is especially true of a system of public instruction. If the incumbent performs the duties of his office as he should, his office should support him—his salary should be such as to justify him in devoting all his time and all his energies to their proper performance. Men will not, can not, and should not be expected to work for nothing. Let the salary be such as will command a man of the right sort, and then expect him to devote himself to the work heartily.

The educational statistics and facilities of the State have never yet been properly ascertained. About this part of a Superintendent's duties I may say some thing in future.

It is well known that the general interest in the subject of education, and especially as it is involved in our system of common schools, has not come up to its importance. We need, therefore, a State Superintendent who by personal effort and visitation could wake up the public mind, who by coöperation with county commissioners, trustees and directors, could find out where his efforts are most needed, and how they may be most successful, and who by visiting in turn every county

may make every part interested and active. His official character should give him influence, and his intimate acquaintance with the details of his work should qualify him to be a careful and judicious adviser, and his own zeal could not but inspire the community in which he labors with a portion of his own spirit. What say you, fellow teachers?

R.S.D.

T W E N T Y Y E A R S A G O .

I've wandered to the village, Tom; I've sat beneath the tree,
Upon the school-house play-ground, which sheltered you and me;
But none were there to greet me, Tom, and few were left to know,
That played with us upon the green, some twenty years ago.

The grass is just as green, Tom; bare-footed boys at play
Were sporting just as we did then, with spirits just as gay;
But 'Master' sleeps upon the hill, which, coated o'er with snow,
Afforded us a sliding-place just twenty years ago.

The school-house has been altered some, the benches are replaced
By new ones, very like the same our pen-knives had defaced;
But the same old bricks are in the wall—the bell swings to and fro,
Its music just the same, dear Tom, 't was twenty years ago.

The boys were playing some old game, beneath that same old tree—
I do forget the name just now—you've played the same with me
On that same spot, 't was played with knives, by throwing so and so;
The leader had a task to do—some twenty years ago.

The river's running just as still, the willows on its side
Are larger than they were, Tom; the stream appears less wide;
But the grape-vine swing is ruined now, where once we played the beau,
And swung our sweet-hearts—' pretty girls'—just twenty years ago.

The spring that bubbled 'neath the hill, close by the spreading beech,
Is very low—'t was once so high that we could almost reach;
And kneeling down to get a drink, dear Tom, I startled so,
To see how much I've changed since twenty years ago.

Near by the spring, upon the elm, you know I cut your name,
Your sweet-heart's just beneath it, Tom, and you did mine the same;
Some heartless wretch has peeled the bark, 't was dying sure but slow,
Just as that one whose name you cut died twenty years ago.

My lids have long been dry, Tom, but tears come to my eyes;
I thought of her I loved so well, those early broken ties;
I visited the old church-yard, and took some flowers to strew
Upon the graves of those we loved some twenty years ago.

Some are in the church-yard laid—some sleep beneath the sea;
But few are left of our old class, excepting you and me;
And when our time shall come, Tom, and we are called to go,
I hope they'll lay us where we played just twenty years ago.

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should precede Algebra; while Arithmetic, being an abstraction, must necessarily depend either upon Algebra or Geometry; and, therefore, as Geometry precedes Algebra, Arithmetic can not precede Geometry. The child begins to study Geometry as it opens its eyes; and it distinguishes by the outline a circle from a square, a chair from a table; nay, will recognize outline drawings of familiar objects for many months before it can count three. And in the history of our race, Geometry preceded Arithmetic by centuries, and preceded Algebra by tens of centuries.

Thus we arrive, by sure and unmistakable paths, at the conclusion, that Geometry is the first intellectual aliment of the human mind. The sensations of sound, of light and warmth, and of the satisfaction of hunger and thirst, may awaken the infant's emotions, but not its thoughts. Its power of thought is first called into play as it traces the outlines of the window-sash in the chamber where it was born, then learns the lineaments of its mother's face, and then the form of its own little hand, as it holds it up to the light. Its first intellectual training is this training in the perception of geometrical continuity, geometrical similarity, geometrical beauty. Did the infant fail in learning these first lessons in Geometry, it could not possibly learn any thing else; it would be an idiot. All distinct intellectual effort begins with, and is founded upon, the perception of the truths of Form.

For many ages, this law was obeyed in the education of children. Geometry was made the first, almost the only, study for the young. Of late years, and especially in our own country, the science has been greatly neglected, and in some schools totally omitted. Many attempts have been made to revive its use as a branch of public education, but none have met with a very complete success.

The causes of this modern neglect of Geometry are various; but I trust they are all temporary. One is the false estimate which has been put upon Arithmetic, and another, the false mode in which Geometry has been presented. It has been presented in a form suited only to the adult mind. It has been made a logical drill for those of mature reasoning powers.

In what mode should we teach Geometry to the young?

The powers of the mind exercised in Geometry are three-fold: the perceptive, which take cognizance of the shapes of material objects; the conceptive, which seize upon and reproduce in the mind the perfect form to which the material only approximates; and the reasoning, by which the relations of these forms to each other, and to the laws of time, are detected and followed out.

Of these three sets of powers, the third, or reasoning faculties, are the only ones which are the direct objects of culture in ordinary school education. Of course, those schools in which music and drawing are taught, I call extraordinary. But in ordinary education, the reasoning powers are the only ones called into play. The child is taught to reason about numbers, instead of being trained to count objects at a glance, and thus to comprehend the reality of numbers. And in the culture of the reasoning powers, Geometry possesses no peculiar advantage over Algebra and Arithmetic.

But in the culture of the perception and the imagination, Geometry has unique power; and it is for this purpose that it should first be used in education. As a culture of the perceptive powers, it is to be used as soon as the child is old enough to talk. It should have its playthings of a character to lead it to notice geometrical truths. A child eighteen months old will play with little bricks, or with triangular blocks, and will notice the difference of forms that can be built with them. A child of four years old will begin to build symmetrical forms with wooden bricks. At this age it will also readily comprehend you if you point out to it the distinctions between the forms of leaves and flowers; will see, for example, the likeness between the potato, the tomato, the nightshade, the red pepper, and the traveler's joy, and perceive that the likeness of form in the flower indicates a likeness in family. I have known a child of this age at first sight call the succory a blue dandelion; showing that its little eye detected the similarity of form and the dissimilarity of color. Surely, such a power of eye ought not to be left to train itself.

But the training of the eye may now assume a two-fold character—a moral and an intellectual, an artistic and a scientific. Both are necessary to a perfect education. The artistic training will help the scientific, the scientific will help the artistic. The one may be given by drawing; first, by the copying of simple outlines from nature, to train the perception; and then by the inventive drawing, as explained by Professor WHITAKER, to train the conception. Both these branches are, if the view of education given above is correct, essential; but drawing from copy must precede inventive.

The scientific training must, in like manner, be addressed first to the eye, afterward to the imagination, and then take its third step, of addressing the reason, just as drawing must afterward take its third step of appealing to the heart.

The first step, scientific Geometry addressed to the eye, is taken by presenting to the child compound forms, to be analyzed into simpler, or to be compared by the eye only. This is best done, I think, by such apparent plays and dissected maps and pictures, and by the more severe exercise of the Chinese tangram, and similar devices. The finest mathematical spirits of our race have united in attributing to the Chinese puzzle an intellectual value far above what might be expected from any thing emanating from that stationary land;—a land of adult children, and, therefore, foremost of the world in preparing childish toys and amusements.

The second step is to be taken by presenting to the child the definitions and the truths of Geometry, without their proofs. He is not only to look at the pencil marks of his outlines, but to form the conception of a line without breadth; not only to see the edges of his blocks, but form the conception suggested by them, of an absolute straight line. He is to form the conception of a surface without thickness, and of a triangle made of such a surface, instead of being made of paper. He is to discover that such conceptions may be multiplied indefinitely by a mind trained to the work. He is to learn that these conceptions are

not barren things, but that they are the Divine ideas upon which the world is fashioned. He is to learn that each conception implies in itself certain truths and relations, truths and relations which necessarily exist in space, but not necessarily in matter, and that the conformity of matter to these laws of ideal form, therefore demonstrates that the Creator of matter knew all these things before men discovered them. Thus, these geometrical conceptions, springing from his physical senses of sight and touch, run upward into his religious nature, and make all parts of his being develop themselves harmoniously. Geometry is not a dull thing to him, but, being adapted to his age and to his powers, is his delight.

Nor should the child's conceptions be confined to those of space, but be carried into the realm of time. Nothing arrests the attention so surely as motion. It appeals more closely to the sympathies of our living nature. Show, therefore, the child the moving thing, and lead him to a vivid conception of the form of its path. Let him know that the stone which he tosses into the river, will, of necessity, move in a curved line, and that he can not throw it swift enough to make it go straight. Let him know that the curved line in which it moves has a peculiar form and peculiar properties. It is not part of circle. It is not the form of a hanging chain. It is not the form of a bent switch. But it has its own shape, and its own laws. It is that curve which is made by cutting a cone parallel to one side; it is that curve which is best adapted to make a mirror for a telescope, or for a light-house; it is a curve which can easily be drawn by means of a carpenter's square and a couple of awls. Tell him this, and you have stimulated his powers of accurate conception to the utmost. He watches the stone in its flight, he observes the chain as it hangs, he bends the switch to various degrees of curvature, he takes a square card and a pin and endeavors to draw the curve, and understand its laws of formation. His conceptions are made vivid and made accurate. He does not vaguely shadow forth to himself the general form, but seizes upon the minute variations, and grasps after the hidden law of motion, which is concealed at each instant in the moving point.

By this mode of presenting Geometry, first to simple sense, afterward to the imagination, you pave the way also for the finest intellectual grasp of the subject. These facts, vividly conceived, stimulate inquiry as to the mode of discovery. How is it known with such positive certainty that the stone moves in a parabola, and that the law of its motion is different from that of the hanging chain, or of the bending sapling? The child has reasoning powers, even if undeveloped, and this question will present itself as a stimulus to their development. He will desire to study Geometry in the light of reason, and to demonstrate to himself the familiar and interesting truth. But he will find that this beautiful vision is one of the higher Alps, beckoning him on to long and distant ascents. He passes through the high school and academy and university, and still the catenary and the elastic curve will wave over his head, and whisper to him in persuasive tones to come up higher.

But even if the child is never led into the demonstrations of Euclid, even if he stops short in scientific Geometry, with these conceptions of pure form, he has gained a power of vivid and definite imagination, which will aid him in every department of his future thought and action. If he pursues scientific researches, his success will depend upon his power of geometrical conception, upon the definiteness with which he seizes upon the forms of the phenomena that he investigates. A striking illustration of the dependence of all sciences upon Geometry was given a few days since at Providence, where the business of the whole Association for the Advancement of Science was delayed for the want of a blackboard; and, for a time, no gentleman could be found ready to read a paper upon any scientific subject whatever, without the means of illustrating it by appeals to the eye.

THE GENERAL SCHOOL LAW.

SPRINGFIELD, March 14, 1856.

DEAR SIR:

Before proceeding to answer your letter addressed to me in the columns of the *Alton Courier*, I wish to remove the impression that I am the author of the present school system. In the bill which I reported, it was made the duty of the persons who were authorized to employ the teachers to make provision for their payment. The legislature thought proper to change this provision, and the result is that very unequal salaries are given to teachers, that the entire township is liable to pay the balance due to those who have received their equitable proportion of the school funds. It is very unjust that the people of the entire township should be called on to pay the balance falling due by any district, and especially when that district has received an equal share with the other districts in the same township. It is made my duty to explain the law, which I think I have clearly done in relation to the apportionment of the school funds, and the duty of the trustees to provide the funds for the payment of teachers, in my circular of the eighth of January. I have there stated that it is made the duty of the trustees "to levy the tax for the payment of teachers in the township for the ensuing year, provided the fund applicable to the payment of the teachers is not sufficient to keep open the school for six months of the year. They have also the power of extending the terms of schools for a longer period; and if there should be any deficiency in the fund for the payment of teachers' wages, they may also collect by taxation such an amount as they may think necessary for that purpose (see section 70), and the money collected for the deficiency in the fund for the payment of teachers may be applied on the schedules previously returned according to law, although not within six months from the last return day."

To enable the trustees to make this estimate, I stated in a circular which I issued immediately after the passage of the law, that each township would receive from the State funds ten times the amount which was realized in the previous year. From these data, and consulting with the directors of the districts, the trustees could have made an estimate of the amount of funds necessary to be raised for the ensuing year. It is also stated in my circular of the eighth of January, that it is the duty of the trustees to apportion the money on the several schedules in proportion to the number of days taught, to be ascertained by adding the whole number of days' attendance of each scholar, and adding said whole numbers, to arrive at the grand total number of days' attendance, according to the form presented in section fifty.

That a teacher may not receive more than the amount due, it is the duty of the directors to certify the amount of indebtedness. If, after the apportionment is made, there is a balance remaining, it should be reapportioned on the unpaid schedules, and if after all the funds are exhausted any teacher is not paid, it then becomes the duty of trustees to levy a tax to make up the deficiency. See the instructions on page four of the circular and section seventy of the law.

In reply to my objections to the law, it was stated that if a township tax was levied in addition to the State tax, for the payment of teachers, the trustees would lay off the districts, so as to have as nearly as practicable an equal number of children in the districts, and that the effect of this double tax, and the manner of apportioning the school-funds, would be to encourage a large attendance and an extension of the boundaries of districts, which are usually too small to admit of scholars enough to keep up a good school for the term required by law. The greatest injustice and inequality would still exist if a higher compensation is paid in one district than in others, and the only way to remedy this defect, until there can be a change in the law, would be for the directors in the township to agree on the compensation to be paid to the teachers of the entire township. While I am willing to admit that there is ambiguity in many parts of the law, occasioned by amendments to the original bill which it was made my duty to report, I think that the duties of the trustees relative to the questions proposed in your letter are clearly prescribed in the law and the instructions contained in my circular.

I shall publish in a few days the amendments which I intend to recommend in my next report, with a view of eliciting discussion and the opinions of the school officers and the friends of popular education. I do so at this early day for the purpose of receiving suggestions from others, and it will afford me great pleasure to adopt such modifications as will best promote the cause of education.

It was made my imperative duty to report a bill for a system of free schools, to be supported by a uniform State *ad valorem* tax; but while the present very great inequality in the valuation of property exists, I am convinced that this provision should be modified so that the fund collected from this tax on the property in each township shall be paid by the collector to the township treasurer.

To show how great inequality exists, even in adjoining counties, it is only necessary to compare the valuation of lands in the county of Sangamon with those in adjoining counties. Our lands are valued at nearly the selling rates, while in an adjoining county, a gentleman informed me that land for which he was offered twenty-five dollars, in cash, per acre, was appraised at from three to five dollars. If a comparison is made with other counties in the State, it will be found that this county also pays at least fifty per centum more revenue in proportion to her territory or population than any other county in the State. To correct this inequality there should be a board of equalization, whose duty it should be to equalize the valuation throughout the State, at least once in five years.

Very respectfully yours, N. W. EDWARDS, State Superintendent.
To Mr. JESSE RENFRO, Madison County, Illinois.

THE EDDYSTONE LIGHT-HOUSE.

THE care of this important beacon is committed to four men; two of them take charge of it by turns, and are relieved every six weeks. But as it often happens, especially in stormy weather, that boats can not touch at the Eddystone for many months, a proper quantity of salt provisions is always laid up as in a ship for a long voyage. In high winds, such a briny atmosphere surrounds this gloomy solitude from the dashing of the waves, that a man exposed to it could not draw his breath. At these dreadful intervals the two forlorn inhabitants keep close quarters, and are obliged to live in darkness and stench, listening to the howling storm, excluded in every emergency from the least hope of assistance, and without any earthly company but what is administered from the confidence in the strength of the building in which they are immured. Once, on relieving this forlorn guard, one of them was found dead, his companion choosing rather to shut himself up with a putrifying carcass than to incur the suspicion of murder by throwing it into the sea. In fine weather these wretched beings clamber a little about the rocks when the tide ebbs, and amuse themselves by fishing, which is the only employment they can have, except that of trimming their nightly fires. Such total inaction, and entire seclusion from all the joys and aids of society, can only be endured by great religious philosophy, which we can not imagine they feel, or by great stupidity, which, in pity, we must suppose they possess. Yet this wretched communication is so small, we are assured it has some times been a scene of misanthropy. Instead of suffering the recollection of these distresses and dangers in which each is deserted by all but one to endear that one to

him, we are informed the humors of each were so soured they preyed both on themselves and on each other. If one sat above, the other was commonly found below. Their meals, too, were solitary; each, like a brute, growling over his food alone. The emolument of this arduous post is twenty pounds and provisions while on duty. The house to live in may be fairly thrown into the bargain. The whole together is, perhaps, one of the least eligible places of preferment in Britain.

Selection.

DOCTOR HALL'S OPINION.

READER, I have seen much, and felt more; have talked, and traveled, and enjoyed, and suffered with all sorts of people; have wandered much and stayed at home more; have been on the sea and in it; have been laughed at, shot at, quarreled at, praised, blamed, abused; have been blown at and blown up; have had much and had little—so much as to enjoy nothing, and so little as to have nothing to enjoy; I have wandered over the earth and under it and through it, its caves and its dungeons and darkness, after stalagmites and stalactites, and specimens of black rocks and white ones, blue stones and gray; lived for months on desert islands, just for the purpose of picking up new shells on the beach, which the tide of night never failed to leave behind it; in those bygone days, when I had the three great requisites of an enjoying traveler, to wit: plenty of time, of patience, and of money, so if the coach turned over and smashed up I could afford to wait until another could be had; or if the ship went to the bottom instead of to its destined port, 't was just the same to me, for if I was n't at one place I was at another, and there was always some strange rock to look at, some queer 'dip' that would set me calculating how many horse power it would require to make that rock just turn up so, and all the million other inquiries which geology, astronomy, conchology, and a dozen other dry names suggested, which not only had the effect to keep me from fretting, but to keep me in an interested humor. Well, in all these different situations, and as many more, I have found out, among others, three things:

1. That a man out of money can't be happy.
2. That a man out of health can't be happy.
3. That a man without a wife can't be happy.

Therefore I have come to the conclusion that the best way to be happy is to take care of your health, keep out of debt, and get a wife.

STARK COUNTY TEACHERS' INSTITUTE.

AT a meeting of the teachers and friends of education in Stark county, held at the Seminary in Toulon, on Saturday, March 29, 1856, at one o'clock P.M., for the purpose of organizing a Teachers' Institute, Reverend S. G. WRIGHT was appointed Chairman, and E. P. HICKOK Secretary *pro tempore*.

On motion, the Constitution of a former Institute of this county was read, and, after various amendments and alterations, was adopted.

The Constitution was signed by nearly all present, and the Institute proceeded to elect officers for the ensuing year, as follows: R. C. DUNN, President; S. G. WRIGHT, Vice-President; O. WHITE, Secretary.

On motion, a committee, consisting of N. F. ATKINS, M. DWIRE, and C. MYRES, was appointed to prepare business and make all necessary arrangements for the next meeting.

By a unanimous vote, Mr. N. F. ATKINS was appointed to take charge of the recitations, etc., at the next meeting.

After some remarks by various individuals, adjourned, to meet at the same place on the first Wednesday of November next, at two o'clock P.M.

R. C. DUNN, President.

O. WHITE, Secretary.

JO DAVIESS COUNTY TEACHERS' ASSOCIATION.

AGREEABLY to the call of Professor D. WILKINS, of Bloomington, traveling agent for the *Illinois Teacher* and a series of text-books for common schools recommended by our State Superintendent, the teachers of Galena met at the Academy on Thursday evening, the twentieth of March. The meeting was called to order by GEORGE W. FORD, School Commissioner, when Professor WILKINS presented the object of the meeting in an interesting address. He stated that the three-fold object of the friends of education in the State was—

1. To place the *Illinois Teacher*, the teachers' journal and organ, now so promising, upon a firm and permanent basis.

2. To secure, so far as practicable, in each county if not throughout the State, a uniformity of text-books.

3. To establish a State Normal School for the qualification of Teachers, similar to such model schools in other States.

He said the new and spacious building soon to be vacated by Governor MATTESON was a suitable building for the Normal School, and would likely be appropriated for that purpose.

Professor JOHNSON, of the Academy, urged the importance of the *Illinois Teacher*, as the uniformity of text-books and the Normal School may be accomplished through its medium and influence. He gave an interesting history of the beginning and prosperity of the *New-York Teacher*, and its happy effects.

Mr. GEORGE W. WOODWARD favored the suggestion soliciting the County Trustees to make an appropriation sufficient to place a copy of the *Teacher* in every school-district in our county, and moved that a committee of five be appointed for that purpose; whereupon Messrs. G. W. FORD, G. W. WOODWARD, N. WOODWORTH, C. COLES and M. SIMMONS were duly appointed.

The Executive Committee of the Jo Daviess County Teachers' Association made their report, and appointed the next meeting at Warren, on Tuesday, April fifteenth, to continue one week.

The Chairman, in conclusion, expressed a lively interest in the cause of education and a determination to enter heartily into the duties of his office as School Commissioner. He reminded the teachers of the recent addition of two thousand dollars to our school-fund, and the necessity of their keeping accurate schedules as required by law, that there may be no legal barrier to their wages in the future. Meeting adjourned *sine die*.

B. M. MUNN, Secretary *pro tempore*.

PEORIA COUNTY TEACHERS' INSTITUTE.

WE have not room in this number for the interesting account of the proceedings of this body as reported by the Secretary, but will give a few items. We noticed among those present the County Commissioner, City Superintendent, Messrs. DOTY, LINDSEY, ALLEN, CLARK and HINMAN, of Peoria; WINSHIP, of Brimfield; CLARK, of Chillicothe; ELLSWORTH, of Elmwood; several gentlemen from other counties, and a large number of ladies. Arithmetic, Grammar, Geography, and Reading occupied, in turn, the attention of members of the Institute during its day sessions, and a member remarked to us, since the adjournment, that this was by far the most useful Institute yet held in the county.

The evening addresses were delivered in the court-house, by Reverend Mr. ADAMS, Doctor C. C. HOAGLAND, of Henry, C. E. HOVEY, W. H. POWELL, and Doctor L. M. CUTCHEON.

Among the resolutions we find the following, offered by Mr. HIXMAN :

Resolved, That it is the duty of every teacher to take the *Illinois Teacher*.

We subjoin a few others of general interest :

Resolved, That the school celebrations in towns and counties are beneficial, and therefore we will use our influence in their favor.

Resolved, That it is the duty of every teacher in Peoria county to identify himself (or herself) with this Institute, and attend its meetings, and further, inasmuch as scholars indirectly receive a large share of the benefit, Directors should not only *permit* teachers to attend these meetings, but should urge them to do so, and give them the time without deduction from their salaries; and be it further

Resolved, That teachers refusing to attend, or directors refusing them permission to attend, are blind to their best interests.

Resolved, That the noble stand taken by the Board of Supervisors in favor of this Institute and education entitles them to the thanks of all the friends of common schools, and we are glad to know that they are favorably noticed in all parts of the State, and that their example is leading other counties to adopt the same wise measures.

Resolved, That the next session of the Institute shall be held at Chillicothe, on the sixth of October next.

THE NEW SPEAKER.—The career of Mr. BANKS is full of interest and hope, more especially to the young. He has risen to his present post from the humblest life. His early days witnessed him struggling with poverty, and when a boy of fifteen years, working sixteen hours a day in the machine shop of the Boston Manufacturing Company, at Waltham. He was born in 1816, and is forty years old. His first appearance in public, except in a dramatic club formed by the young men of Waltham, was as a temperance lecturer, making his *début* in Watertown. He read from manuscript before him. It was a creditable production. He subsequently obtained much skill as a speaker, in the debating club of the town. From that period, some fifteen years, to the present, he has engaged more or less in politics. His thirst for knowledge has always been very marked; and to gratify it, while in the machine shop, he regularly spent the hours after work until midnight.

In 1848, he commenced the study of law in the office of the late ROBERT RANTOUL, Jr. In 1849, '50, '51, and '52, he represented his native town in our Legislature; and in '51 and '52, was chosen Speaker. He was also elected President of the Constitutional Convention, one of the most marked gatherings ever held in Massachusetts. He was elected to Congress in 1852, and again in 1854. On the last day of *nine weeks'* continuous balloting, he is elected Speaker of the House; a culminating point, we happen to know, of his oft-cherished ambition.

Boston Bee.

EDITOR'S TABLE.

NOTES FROM OUR TRAVELING CORRESPONDENT.—We condense the subjoined items from several interesting communications received from our traveling correspondent. From Paris, Edgar county, under date of February 27, he writes as follows :

MR. EDITOR : A line from the Schools of 'Egypt' may be of interest to the readers of the *Teacher*. Teachers here are not asleep, but exhibit an interest which I have not seen excelled in any other part of the State. A few years since, two schools of high grade were established in this place, one under the auspices of the Methodists, the other of the Presbyterians. A move of the right kind is now being made to change both these seminaries into free public schools. J. A. SMITH and D. EDMISTON have charge of Paris Academy, assisted by Mrs. EDMISTON and Miss JULIA MYERS; number of pupils two hundred and fifty. C. W. BOWEN, a member of the Board of Education, has charge of Paris Seminary, assisted by others; number of pupils one hundred. These schools are all right, and to brand them as 'Egyptian' is all wrong. True it may be that the southern counties have not been so abundantly favored with eastern culture and discipline as the more northern, yet they have many good teachers with capacity to do service in the cause.

From a letter of a subsequent date we take the following :

Since I last wrote, I have again visited Paris, and attended a teachers' meeting in which resolutions were adopted whereby a committee was appointed to petition the County Court to send the *Teacher* to every district in the county. The Commissioner tells me to report to head-quarters that Edgar county will not be behind any other in this matter. Champaign county wishes also to be remembered and 'counted in'. Let the ball roll on. Illinois must be second to no State in the Union in the glorious cause of common-school education.

We next hear from him in the extreme northern part of the State. Writing from Rockford, county-seat of Winnebago county, he says :

Thinking that you would, perhaps, like to hear from Jo Daviess county, I forward you the following items :

The teachers here sympathize with and are as much enlisted in the great and leading interests connected with our educational movements as in any other part of the State. The *Illinois Teacher*, they say, must and shall live. One of them said to me that he would give fifty dollars before the present editor should

make any personal sacrifices in its behalf. They have appointed a committee to coöperate with the County Commissioner for an appropriation through the Supervisors to send the journal to every district in the county. Their County Commissioner, Mr. FORD, enters into our educational movements with all his heart. Were all our commissioners of his stamp, Illinois would soon be proud of her common schools.

I had the privilege of visiting all the schools in this city, and have never been more pleased with the interest exhibited by both teachers and pupils. The statistics of the schools are as follows: College-Hill School—Mr. N. WOODWORTH and Mrs. I. B. WOODWORTH teachers; whole number of scholars during the year three hundred and twenty-five, average attendance one hundred and forty. Hill-Street School—Messrs. S. C. HAYS and G. N. CURTIS teachers; whole number of scholars during the year two hundred, average attendance ninety-five. East-Hill Ward School—B. M. MUNN and Miss I. WINELL teachers; whole number of scholars one hundred and twenty-two, average attendance ninety. Gear-Street School—JOHN M. HUGH and Miss S. C. SWAN teachers; whole number of scholars one hundred and fifty, average attendance one hundred and twenty. Galena Classical Institute—E. H. JOHNSTON Principal, assisted by Mr. C. W. MILLER and Miss S. I. KNIGHT; whole number of students in the year, ladies sixty-five, gentlemen sixty; average attendance, ladies fifty-eight, gentlemen fifty-eight.

I could say much in praise of the teachers of this city, but I know that you have not room for long articles. It is sufficient to know that we may count on warm hearts and ready hands in all our educational movements from the 'City of the Hills'.

Leaving Galena, I next found myself in the beautiful city of Freeport. This city is just commencing the graded system of schools, with Professor HENRY FREEMAN as Principal. He is lately from the East, and will be a valuable acquisition to our list of teachers. He is assisted by three ladies. Their school building is seventy by forty-two feet, two stories high. The Directors, Messrs. BUCKLEY, HEBER, and ADAMS, are men that feel, and exhibit in their acts, that school-officers have a work to do second to none. They are making arrangements to put up a new building. The number of scholars in the school under the direction of Professor FREEMAN is three hundred.

I next visited Rockford. The City Council are making ample provision for her common schools. On the east side of Fox river a school building is in course of erection, at a cost of seventeen thousand dollars, and it is in contemplation to expend twenty-five thousand more on the west side of the river during the summer. Rockford is looking up. A. W. FREEMAN, assisted by Misses S. E. WEED and E. L. INGALLS, has charge of the Fourth-Ward School; two hundred and eight pupils, average attendance one hundred and sixty-five. HENRY SABIN, assisted by Miss E. H. SABIN, has charge of the First-Ward School; one hundred and forty pupils, average attendance ninety-two. Rockford Classical High School is taught by Mr. A. BROWN and Miss FRANCES BROWN, and the Female Seminary by Misses ANNA P. SILL, M. A. WHITE, A. CHASE, CAROLINE A. BODGE, H. C. CARPENTER, L. SALSURY, E. TONE, A. TAYLOR and E. CROCKER; the High School by Mr. and Mrs. CLARK. I am especially indebted to the

Inspectors, Rev. H. A. BROWN, Dr. LYMAN and J. MARSH, for the interest they took in making me familiar with their educational projects. At a meeting of the teachers, a committee of seven was appointed to coöperate with the County Commissioner for an appropriation by the Supervisors to send the *Illinois Teacher* to every district in Winnebago county.

D. W.

A basket-full of complimentary letters has been received since the *Teacher* donned its 'gala dress'. They vote it artistically beautiful, and affirm that its contents are equal to its clothes. We have only room for a specimen or two:

I have read the *Teacher*; and more, I am delighted with form, manner, and matter.

G. W. MINIER.

Mackinaw, Illinois, March, 1856.

I am highly pleased with your journal. You may put me down as a laborer for its circulation.

A. H. TRACY, School-Commissioner of Warren county.

The March number of the *Teacher* is at hand. I have no scruples in presenting its claims to all whom I chance to meet. It is taking the high stand I wished to see it occupy.

D. S. WENTWORTH.

Chicago, March, 1856.

MY DEAR SIR: What a joy and pleasure I felt in perusing the first number of the *Illinois Teacher* I am not able to express to you. Finally I have met with sympathizers of my own love, after a residence here of twenty-two years.

The first piece or essay, 'The Purpose of Education', exactly pronounces my own heart's views on this subject. "The training of the mind is of more consequence than the storing it with facts." Every word of this essay appears to me as if I myself had written it. And now follows 'Normal and Graded Schools'. That is to the point. What do we need? Teachers. How may we get them? By seminaries, only by seminaries, as any other way is doubtful because its result depends on gifted individuals, spurred by the cause and not by the love of money—and such are very scarce among us. The approving mention of my native country, Germany, and among other names that of my chief teacher and only guide through my pedagogical life, 'Father PESTALOZZI', has filled my heart with confidence. O, if people only knew what a blessing good teachers are—but let that pass.

Your prospectuses I received in time and distributed them; but what could I say as to the tendency of the work? 'The First Kind Word' and 'The Wigwam of Kende' were not sufficient to excite my enthusiasm for the *Illinois Teacher* so as to make me its agent and to cause me to praise its merits. I had not formed and could not have formed a judgment as to its merits. I told my neighbors that this prospectus was only to show the 'mechanical execution', the appearance of the work, and that the contents of the first number would have to speak for themselves as to its tendency; and they have done it, and I am the agent of the *Illinois Teacher* with all my heart. I herewith send you eleven dollars. And now, success to the *Illinois Teacher* as long as it strives for the success of education—the sincere wish of

GEO. BUNSEN.

St. Clair county, Illinois, March 24, 1856.

THE Third Annual Catalogue of Central Illinois College is on our table, and indicates both that the school is well patronized and that the course of instruction is extensive. We notice that D. WILKINS, whom many of our readers will recognize as an old acquaintance, is President, GEORGE PLATT Professor of Chemistry and Mathematics, and Misses S. J. FUNK, L. REDDICK, H. M. SNOW, M. M. PLATT, Mrs. WILKINS and Mrs. CARSON, teachers. The *Flag* closes a notice of the Annual Exhibition thus :

"We little expected to witness such a display of talent in a female school in Illinois, and still less did we expect to see it here at home ; but it is a fact which can not be denied, that the Central Illinois Female College now ranks high in the estimation of the public, and in point of numbers, talent, capacity, beauty sweet voices, and other *brillancies*, will compare favorably with similar institutions in any of the older States."

INSTITUTE AT HENRY.—We learn from a friend that the teachers of Marshall county held an Institute at that place on the twenty-eighth and twenty-ninth ultimo. Essays were read by F. W. SHAW, of Lacon, and Miss MILLER, of Henry, and an address pronounced by Doctor HOAGLAND. A committee was appointed to get up a school celebration, and also to arrange for an Institute in the autumn. Two essayists were appointed for the next quarterly meeting, to be held at Lacon.

WE have received circulars from Warrenville Academy, under the care of that veteran teacher H. H. HAFF, Paris Male and Female Seminary, in charge of CHARLES W. BOWEN, and Toulon Seminary, NELSON F. ATKINS, Principal. These circulars indicate schools of a high order and in flourishing condition. Professor HAFF pays us a flattering compliment, and expresses confidence in the present management of the *Teacher*. This has given us renewed courage ; in fact, we feel a year or two younger than we did last night. Teachers, lend a helping hand, and your journal will be placed in every school-district in the State and be read by every teacher.

NEW YORK NORMAL SCHOOL.—A bill to establish another Normal School, at Buffalo, has been introduced into the Senate, while a bill in the Assembly proposes to abolish the present one. Neither will pass. The *New-York Teacher* calls this 'counter influences'.

THE Annual Report of the Commissioner of Public Schools of Rhode Island shows that she is not to be measured by her size. Rhode Island, in matters educational, is a sort of TOM THUMB with WEBSTER's head on his shoulders.

THE people of Vandalia, the former capital of the State, are determined to have at least one good school, and for this purpose have taken measures to have a suitable building erected, and have also secured the services of an enthusiastic teacher. Mr. RISINGER will commence his school in Fayette Seminary. "The Board further resolved that they would sell the present seminary building as soon as the County Court would pay them three thousand dollars in current funds, and that the money, with what could be raised by other means, should be immediately applied to the erection of another building on some suitable site."

THE amount invested in school-houses in Boston is one million five hundred thousand dollars. The yearly appropriations for education are one million two hundred thousand dollars, while the amount raised for all other city expenses is only eight hundred and seventy thousand dollars. The amount expended for instruction in the common schools of Massachusetts last year was twenty dollars and twelve cents for each child in the State between the ages of five and fifteen years.

CHICAGO TEACHERS.—In our present number may be found the names and salaries of the public-school teachers of Chicago. We happen to know three of them, and are not surprised at a remark of an experienced teacher from an eastern city: "I have visited the schools of BASS, DUPEE, and WENTWORTH, and found order, discipline and thorough teaching practiced in all." Just as we expected.

WE acknowledge the receipt of an invitation to attend the Annual Examination of Mount Carroll Seminary, Messrs. WOOD and GREGORY Principals. The programme offers some thing intellectual during the day and spicy in the evening. Of course, a crowd will be there to see.

IF 'figures won't lie', they will equivocate. The *Massachusetts Teacher* shows this as follows: "Why," said an argumentative gentleman, "it is as plain as that two and two make four." "That I deny," retorted his antagonist, "for 2 and 2 make 22."

MOST people think that education begins in the school-room. An 'exchange' tells us there is a primary department nearer home of greater importance.

MUSIC.—A teacher has been employed, at a salary of six hundred dollars a year, to teach music in the Public Schools of Joliet. He teaches ten hours per week. Could n't have done a better thing.

THE New York Legislature has been trying to enact a free school law, but it is feared this may not be fully accomplished this session. The bill now pending proposes to give to school-district meetings the power, by a two-thirds vote, to make their schools free.

WOODFORD county is awake, and pledges to put a copy of the *Teacher* into every school-district in the county. Metamora alone has already subscribed for twenty-one copies. An account of the meeting to organize a County Institute will be given next month.

FRIENDS, do n't forget to get the name, address and subscription of every teacher in your respective counties in season for the June number of the *Teacher*. To insure insertion, they must be in our hands by the tenth of May.

A Teachers' Institute for Jo Daviess county will commence in Warren, Tuesday, April fifteenth; one for Boone county in Belvidere, May twentieth.

MISS SARAH A. CHADWICK, of Lee Centre, Illinois, is one of the four ladies who recently graduated at the Cleveland Medical College.

BOOKS AND PERIODICALS.

PERKINS'S MATHEMATICAL WORKS. D. APPLETON AND COMPANY, New-York.

The author, GEORGE R. PERKINS, LL.D., was formerly Principal of New-York State Normal School.

Perkins's Practical Arithmetic claims to be well adapted to teaching the science as well as the art of arithmetic. It is well supplied with problems—the answers of which are not given in the body of the work, but in an appendix.

Perkins's Elements of Geometry claims to be modeled after Euclid, though not a copy of it or any other author. For the purpose of interesting scholars and exciting a desire to master difficulties and invent applications, remarks have been thrown into the work, in smaller type, suggesting applications. The text, however, is independent of the explanatory matter.

Perkins's Elements of Algebra claims to be a clear and concise exposition, and well adapted to the common schools. The author tested it eight years in the New-York State Normal School, and found it to work well.

Perkins's Higher Arithmetic has passed through several editions. We notice in the one before us that the philosophy of the more difficult operations is pretty fully discussed in an appendix — a good feature.

Perkins's Algebra and Geometry are large and complete works, adapted for use in Colleges and higher grades of Academies and High Schools. It should be said of this series that it was prepared by a practical teacher and tested in the New-York State Normal School with very great success. These are evidently good books.

WORCESTER'S DICTIONARIES. BOSTON: HICKLING, SWAN AND BROWN.

Worcester's Academic Dictionary has been upon our table for several weeks, during which time it has been frequently consulted, and with increasing pleasure. The remarkable distinctness and nice appreciation of the *pronunciation* of every word is unequalled by any other work. We do not think it should take the place of Webster's Unabridged, but it should certainly accompany it, and perhaps, for school-purposes, it should have the preference. Worcester's Comprehensive Dictionary, a smaller work, is equally valuable. We have thought, and still think, that this book should be put into the hands of every scholar, while there should be one or more copies of Webster's Unabridged Dictionary on the teacher's desk for reference.

DAVIES'S MATHEMATICAL WORKS. NEW-YORK: A. S. BARNES AND COMPANY.

This series of books is recommended by the State Superintendent, and consists of

1. *Davies's Primary Arithmetic* — A work progressive in its character, advancing from one lesson to another by simple and easy gradations.

2. *Davies's Intellectual Arithmetic*, suited to primary or advanced classes, and claims to give the student a thorough mental drilling in the analysis of numbers.

3. *Davies's School Arithmetic*, the most popular of the series, and is doing much, by its accurate definitions, systematic arrangement, careful logic and general excellence, to fix in the minds of students correct ideas of this branch of mathematics.

4. *Davies's Practical Arithmetic* — What its name indicates — a practical treatise, adapted to the wants of a business community.

5. *Davies's University Arithmetic* — A scientific treatise, adapted to the wants of teachers and a higher grade of scholars.

6. *Davies's Elementary Algebra* — A capital work. We doubt whether it is equaled by any similar treatise.

7. *Davies's Elementary Geometry and Trigonometry*, intended for that class of pupils who are carried beyond the mere acquisition of facts, but yet have not time to go through a full course of mathematical studies.

8. *Davies's Legendre* — An advance treatise on Geometry.

9. *Davies's Bourdon* — An advance treatise on Algebra, and

10. *Davies and Peck's Dictionary of Mathematics*. — This is the crowning work of the series, embracing the whole field of mathematical investigation, and giving, within the lids of one book, knowledge enough to immortalize a

hundred authors. It is superfluous to commend books so widely known as those of CHARLES DAVIES, but we wished to call attention to them.

FIRST-CLASS READER. By G. S. HILLARD. Boston: HICKLING, SWAN AND BROWN.

The most valuable part of Mr. HILLARD's Reader, to our mind, is the 'Biographical and Critical Notices' of authors, and this is an excellence which we do not remember to have seen equaled elsewhere. The fact is, scholars of the school-room, as those of larger growth, like to know personal items, and are interested in a selection of prose or verse from the fact that they know something about the author. Besides the information conveyed, which could not otherwise be obtained easily and therefore would not be obtained, it invests the piece with a charm powerful enough to insure a careful perusal. We like the book for this feature. The selections are mainly new, and are an acquisition to the literature of the schools.

FIRST LESSONS IN GEOMETRY. By THOMAS HILL. Boston: HICKLING, SWAN AND BROWN.

A successful teacher says of this work, in a letter to the editor:

My first class has finished the book. My second class commenced it this term, and will finish it before its close. Many members of the two classes are much interested in the study of Geometry, so much so that the first class volunteered to remain one hour after school every night for recitation. I have frequently seen members of both classes forming geometrical figures of twigs at recess and at other times out of school-hours, and talking over the subject of their lesson very earnestly and happily among themselves, as if the study of geometry was a pleasure, not a task, to them, and as if the lesson assigned had not been learned merely for recitation. To awaken this interest in geometry I have made triangles of wood, an apparatus for hanging a chain and moving the points of support, a hollow cycloidal arc, etc., with which to illustrate the subject. I think by illustrating in this way children readily understand and become much interested in the 'First Lessons in Geometry.' I have found such to be the case in my school. The members of my classes are of all ages from seven to fifteen.

E. L.

SCHOOL TEACHERS' LIBRARY. New-York: A. S. BARNES AND COMPANY.

This consists of *Mansfield's American Education*, *Northend's Teacher and Parent*, *Page's Theory and Practice of Teaching*, *Davies's Logic of Mathematics*, and *De Tocqueville's American Institutions*—five standard works. It is a relief, after examining a set of text-books, to turn to the beautiful volumes before us and luxuriate. The fact is we have been reading some of these books a second time, and find them, like wine, to improve with age.

WILSON'S SERIES OF HISTORIES. New-York: IVISON AND PHINNEY.

These Histories are approved by the State Superintendent, and consist of the *Juvenile*, *United States*, *American*, and *Outlines of General History*. It will be seen that Mr. WILSON furnishes books adapted to the various grades of schools, so that a scholar can pursue the study on the same general plan, from the pri-

mary to the High School. Some of the most interesting facts may be found appended in notes at the bottom of the pages. The books are carefully systematized and reliable. See Advertisement.

THE HUNDRED ORIGINAL DIALOGUES. By WILLIAM B. FOWLE. Boston: MORRIS COTTON.

The colloquial style is the style of common life, and is decidedly the most fascinating way of communicating thoughts. Mr. FOWLE has availed himself of this fact, and has written a very interesting book. The use of this book as a reader would tend to break up that stiff and ridiculous mannerism which prevails in schools. The book is entitled *The Hundred Dialogues*, but there are somewhat more than that number.

THE first number of the *Wisconsin Journal of Education* has just come to hand, and is really a good thing. We feel a sort of pride in announcing the advent of a sterling common-school journal any where, but especially if such journal is to be our neighbor. We like good company. One dollar inclosed to J. G. McMYNN, Racine, Wisconsin, will secure this magazine for a year. Send on the dollar.

O B I T U A R Y .

PROFESSOR EDWARD T. CHANNING, one of the *Channing Brothers*, and for thirty-two years Boylston Professor of Rhetoric and Oratory in Harvard College, adorning the position by his learning, fidelity, pure taste, and severe but friendly criticism, died at Cambridge on the eighth ultimo, aged sixty-five.

Massachusetts Teacher for March.

SAMUEL ROGERS, the poet of *Memory*, as CAMPBELL of *Hope*, and AKENSIDE of *Imagination*, died at his house in St. James's Place, London, on the night of the seventeenth of December, at the venerable age of ninety-three years. His remains were interred in the once rural churchyard of Hornsey, not far from Stoke Newington, the place of his birth. Some lines which he loved, "worth all the fine writing", he was wont to say, "that the world ever produced", will not unfitly conclude this notice:

A GRAVE BENEATH A TREE.

WHEN my soul flies to the first great Giver,
 Friends of the Bard, let my dwelling be
 By the green bank of that rippling river,
 Under the shade of that tall beech tree.
 Bury me there, ye lovers of song,
 When the prayers of the dead are spoken,
 With my hands on my breast,
 Like a child at rest,
 And my lyre in the grave unbroken.

Massachusetts Teacher.

ILLINOIS TEACHER.

VOL. II.

MAY, 1856.

No. 4.

THE PRICE OF SUCCESS.

BY C. E. H.

A teacher, to be successful, must govern himself and his pupils, and control the public sentiment of community in matters educational; must teach thoroughly those branches of knowledge which he professes to teach, and above all must see that the moral natures of his pupils be not dwarfed, that they receive no harm—yea, more, must see that they are strengthened and developed. What a complication of duties, and how presumptuous to assume them rashly or without special preparation! But is there in all this any thing impossible? Can not these duties be performed? It boots nothing to say that I have never performed them—they may never have been completely performed by any one; but the philosophy of education is yet in its infancy. There may be a day in the future when teachers shall hold that place and influence in community which will enable them to carry the teaching art nearer perfection. Although the profession of teaching is a difficult one, and perfection at present seems out of the question, yet I apprehend that is not the real, or if a real not the only cause why so little is accomplished by us as teachers; that is not the reason why we so often charge ourselves with failure.

The duties of a teacher can hardly be overstated, but yet they can be met; but they can be met only by men of thorough scholarship, who use books merely as helps, but can teach as well without as with them—who are competent to judge of authors, to avoid their errors and supply their defects, in a word, to be above them, in the atmosphere of original facts and principles. Nor is this all. Hundreds have scholarship enough who fail to make even tolerable teachers; they are not apt to teach; they can not clearly tell what they know; they can not direct

learners to the elements of knowledge and lay bare the kernel to the gaze of the scholar—by no means an easy matter. It takes a wise man to make a simple subject plain, while any fool can mystify it.

Instructors, to meet the duties of their calling, must have special professional preparation. Let us see what other professions do. How does the physician—I mean the man who is worthy of the name, not the quack—fit himself for his duties? Does he do it without labor, and time, and study, and money? Does he jump into practice for three months in the year and farm the remainder? Does he do it because he can do nothing else, is fit for nothing else? By no means. His professional education is protracted and severe. Not content with mastering the common branches of knowledge, he spends years in purely professional study, and often serves a long apprenticeship with an experienced practitioner before he ventures to prescribe himself. Pains-taking professional preparation is the price of his success.

By what chicanery, think you, what witchcraft, or cunning, or wit, or sorcery, have lawyers won the respect of community—though every body believes them to be no better than they should be? The chicanery of labor, the witchcraft and wit and cunning of long professional training, either in the office of a skillful and profound jurist or at a law-school. This profession will not receive a man to their fraternity, will not admit him to the bar, unless he has prepared himself by previous study to sustain with dignity the credit of the profession. And then, after a man is admitted to practice at the bar, he has to struggle against a crushing competition, that precludes the possibility of indolence. His wit and eloquence and sarcasm are not the spontaneous and gushing outpourings of an exuberant nature, but laboriously concocted in the closet. The finest passages of RUFUS CHOATE'S arguments, it is said, have often been found on his desk by his students, carefully written out, word for word, just as he delivered them; and yet they seemed spontaneous. But I need not enlarge. Let me simply repeat the processes thought necessary to make a lawyer. First, three years' study in preparation for college; second, four years in college; and third, three years of purely professional study, which sums up seven years of general and disciplinary study and three years of professional study—in all, ten years. Is it wonderful that a profession which expends so much time and toil should be popular, notwithstanding its sins?

But again: By what sort of incantation have the clergy commanded so potent a sway over the minds of men in all ages? I speak now of their personal influence, independent of the doctrines they preach. Why, they have been the learned men; they have rescued from oblivion the sciences and arts and lore of the early world, which else had perished in the wreck of civilization at the incoming of the dark ages. Through them we have HOMER, and DEMOSTHENES, and XENOPHON, CICERO and VIRGIL, and JOSEPHUS, and the Bible. Had there been more of this class, or more of their literary spirit, we might not now lament the lost arts. The world will ever be grateful to them for what they have done, even though they indulge the unavailing regret that they did not do more. And what sort of an apprenticeship did and does

this calling serve? Seven years of general study, with not less than three years of purely professional application.

What is the moral to be drawn? Is it that teachers should enter upon the duties of their office without any special preparation, and, if they chance to pass the ordeal of an examination before the County Commissioner, feel themselves qualified to rear the deathless mind? Is this the moral—the inference? No, teachers, let us not hope for success until we have fitted ourselves to deserve it. Neither let us lay the flattering unction to our hearts that we shall be held guiltless if we dare to write upon the human soul with unskillful hands.

The experience of the world has shown that success or influence or wealth has only been obtained by talents, earnestness and life-long oneness of purpose. The three professions I have mentioned received the position they occupy and maintain it because they won it and deserve it; and, pardon me for adding, the teacher has received his place in society because he won it and deserves it; and if he wishes to change it he must change himself. This he is gradually doing throughout this broad land. The days of *Ichabod Crane*, *Dominie Sampson* and *Nicholas Nickleby* are nearly numbered and finished. DICKENS will henceforth have to look elsewhere for his caricatures.

But what lesson may we learn from what has been said of physic, law and theology? Simply this: Go and do likewise. Years of study and observation is what success in any calling exacts. It is, perhaps, not worth the while for a man who is making our calling a stepping-stone to some thing else to spend so long a time as I have indicated in preparatory professional study; but I opine if it is not worth his while thoroughly to prepare for the occupation it is not worth his while to dabble in it all. We never need expect to make our calling honorably professional until we cease to degrade it to a stepping-stone to some thing else. It is useless to ask for it a niche in the affections of the people until we so compliment and honor it ourselves as to engage in it for life. Gray hairs must catch us at the black-board and behind the desk.

We come then to this plain proposition, that teachers should embark in their calling for life. Life is not long enough to do two things and do them well. Our energies should not be scattered and wasted. Do we desire wealth? The Lawrences and Astors and Girards have told us how to obtain it. But if this be our aim we should be careful how we engage in teaching. The sordid love of gold can find no lodgment in a teacher's breast. More noble aspirations will crowd it out.

Do we desire competency? It is within our grasp. Devoted, earnest teachers not unfrequently receive one thousand, two thousand, two-thousand four hundred, or even three thousand dollars per annum for their services.

Do we desire fame and an honorable remembrance? This too is not impossible. But we must consent to do and endure—'learn to labor and to wait.'

"Seven cities strove for HOMER dead,
Through which HOMER living begged his bread."

Who of us heard of the peerless Doctor ARNOLD, Head Master at Rugby, till the grave had settled over him and his pupil STANLEY's modest biography made known his virtues. His pupils grew up and called him blessed. They will pass his name to their children and children's children. It will go down beloved and honored through many generations. There is not a man in all England at the present time whose reputation is more to be desired or whose influence is more deeply felt. Mighty statesmen pass from the recollection of man. Even PERICLES, the magnificent, the eloquent, is hardly known, except among scholars, while every body has heard of PLATO; and *academia* Anglicized is a household word. The memory of BURKE is paling, while that of ARNOLD is brightening. PLATO was a teacher and ARNOLD was a teacher; but PERICLES and BURKE were only statesmen.

STATE SUPERVISION OF SCHOOLS.

"WATCHMAN, what of the night?" Teachers of Illinois, what say you about the Superintendent of our labors and efforts and trials? Do we ask too much in the character we have sketched for him? Is it so highly drawn that you turn from it hopeless of success in your desires? But other States have found such a man, and they have shown in happy results what could be done by one man to awaken a right feeling and exert a right influence. Massachusetts has had a MANN and a SEARS; Connecticut a BARNARD; Rhode Island an ALLYN; has Illinois none to answer her purpose? There is yet another question to be considered and answered: Is Illinois worthy of such a man—will she sustain him? Judging from the estimation which the Legislature put upon the office, we should be inclined to answer in the negative.

Let us look, for a moment, at what is required of him.

First, he must keep an office at Springfield, at which he is to receive all correspondence, and of course must be there to attend to it, as well as keep a record of all matters pertaining thereto; and if he needs a clerk, he can employ and pay him. He is to counsel and advise with skillful and experienced teachers about teaching, text-books, apparatus, etc. But how can he do this unless he go to them in their frequent meetings in County Associations and Institutes. He must supervise all public and common schools in the State, and be adviser-general to all school-commissioners; write circular letters to them about conducting schools, building school-houses and furnishing them, and procuring competent teachers, and recommending text-books. Then he ought to know teachers personally, and read and examine books; and he must go into schools and see what they are and what they need, and, by per-

sonal interviews with the commissioners, ascertain what is necessary and how to procure it. He can not stay in his office at Springfield. Then he must visit every county at least once in two years, confer freely with officers and teachers, and lecture the people. Well, as there are about one hundred counties, that would give one county a week, and that is the shortest time he could spend to any reasonable advantage. He can not stay in his office writing letters.

He must report to the Legislature, and see to it that the report is statistically correct—a herculean labor, requiring great tact and skill. He must make rules and regulations, interpret laws—that would be a light portion of his duty were the people and officers properly instructed and lectured in his biennial circuit, and his official decisions could be promulgated through the *Teacher*, which must be put into every district by the State.

But now comes the crowning glory of this array of duties. After having explained, interpreted and determined to every one and ‘the rest of mankind’ the true meaning of the law, he must do all this for fifteen hundred dollars and contingent expenses! The sheriff, at least of one county in the State, gets six thousand, the county clerks of many three and four thousand, the agents of booksellers twelve or fifteen hundred, and the State Superintendent fifteen hundred and ‘board round’! Is it reasonable to ask any man to take such a post and assume such duties for that sum? No, not at all; and important as this matter is to the people, and great as is the honor of the post, no man who thinks humbly of himself will undertake it for that paltry sum, or if he does, he belittles the cause and all its interests and relations.

The notion that the work of education is to be carried on for nothing is one of the grand mistakes politicians have made. Education is a State business, just as, or rather paramount to, governing it, and should be paid for as much and more than any State service. And as we think it needs a wiser man to be governor than constable, so we get a good man, when we can, and pay him more; but a school-superintendent is greater than either, or both together. Governors are made some times out of very small materials—superintendents, too; but we pay the first better, and it is simply ridiculous to expect men to work for nothing and find themselves merely for the good of the cause—except, indeed, it be in politics.

No; let us have a reasonable amount of duties attached to the office and a proportionate salary. Let us have a State Superintendent who shall have a clerk, and a salary allowed him sufficient to be a good one, then four assistants, coördinate in labor and almost in authority; divide the State among them, and make them work and pay them for it. Twenty counties make a large circuit, but could be visited once a year, a week at a time—long enough to find out county commissioners and school-officers and wake them up, and long enough to hold an Institute and attend associations and lecture the people. A superintendent with a salary of two thousand five hundred dollars, four assistants at fifteen hundred each, and a clerk at twelve hundred—what an array of officers and expense! But there are more circuit judges than that, and more

expense with them; and is it better to take care of legislation than of learning? We have tried long enough to have this work done for nothing, and it is not done, and every body is complaining about it; but every body takes care to get paid for whatever responsibility is assumed or work done; but education and school-work must be done for a pittance, and by the best men in the community, whom we would not ask to do any other labor for us without paying them well.

Teachers of Illinois, what say you?

R. S. D.

A PICTURE.

In a school-room small and low,
This is the way the minutes go —
If you further wish to know,
Call, and facts will plainly show :

Eyelids drooping,
Figures stooping;
Classes listless,
Scholars restless;
Teacher weary,
School-room dreary,
Looking sadly,
Lessons badly;
Many sighing,
Some are crying;
Others idling,
Sitting sidelining;
Left their seat
To pinch or beat;
Study loudly,
Answer proudly;
Circumvention
Claims attention;
Air is horrid,
Faces florid;
Learning never,
Sickness ever.

THE PICTURE REVERSED.

To a school-room large and airy
Hastens many a little fairy;
Flowers are blooming all around,
Wide and smooth the green play-ground,
Boughs are waving in the breeze,
Birds are singing in the trees,
Sunlight streaming gayly over

Fields of waving grain and clover;
 Some are shouting, some are singing,
 Till the clear-toned school-bell ringing,
 Calls them from their happy play
 To the labors of the day.

Sunny locks and rosy faces,
 Wearing childhood's thousand graces,
 Bow in solemn silence there
 While they hsp the morning prayer;
 And each sparkling eye is hid
 By its fringed and drooping lid.
 Softly falls, with holy seeming,
 Love, from realms of glory streaming,
 While each spirit eye is open
 To behold some heavenly token
 Of a blessing on the hours
 They shall spend in learning's bowers.

Happy seems each little creature —
 Happy, too, their smiling teacher,
 While 'mid truth and bloom and song
 Glide the rapid hours along.
 Those young hearts are learning well
 Virtue's most enchanting spell:
 Souls to holier life are bounding
 By the influences surrounding;
 Spirits plume their new-fledged pinions
 For a holier home's dominions,
 And in wisdom's pleasant ways
 Fleets the morning of their days.

Connecticut C. S. Journal.

C O R A L C R E A T I O N S .

BY MARY ELIZABETH.

"THE work of creation is as much going on now as when the first lichen was placed upon the earth's naked rock, or as in the age of reptiles." But who would suppose that the animal kingdom would be called upon to contribute its aid? Yet it is so. He who makes the winds his messengers and the lightnings his servants employs the humblest insects in building up the vast domains upon the earth's surface. Difficult, indeed, is it for the human mind to embrace or unravel the mysteries of creation, to perceive dead matter assuming the forms of life in the visible universe, clothing it with beauty and grandeur.

Perhaps every one has heard that the coral, a species of polypus, exists in the ocean-bed, and produces reefs which eventually become

islands covered with earth and luxuriant vegetation. But the method by which this work is accomplished is not generally known. It is said to be done by building, but this gives only an indefinite idea of the process. We may as well say that the snail and oyster built their shells. Nature's storehouse furnished the elementary calcareous material in some form, and the animal, by simply fulfilling the laws of its organization, gave it the figure in which it subsequently appeared.

The coral animal is of a soft, doughy texture, secreting in every part of his body the carbonate of lime, thus forming a skeleton of solid framework. We never find one alone, but a whole community, each rooted in its parent's body as one branch is rooted in another or in the trunk of a tree, unite to constitute one body or mass. Although one generation may die, its posterity do not perish with it, but continue to grow, to shoot out new offspring, till their time of dissolution comes. Then the soft parts of their bodies decay, leaving the skeletons, a wall of hardened calcareous stone. Mountain limestone is evidently of marine origin, as the testacea inclosed in it bear witness. The coral races are not the only contributors to these formations, but sea-crabs, oysters and other shell-fish add their remains to facilitate the work. When a long series of years has passed, this limestone mass, for such it is, all dead mineral below but full of life upon its external surface, emerges above the water. Then the waves pile sand and drift-wood upon it, sea-birds and turtles take up their residence there, plants begin to vegetate, and we have a little islet, constantly growing and becoming eventually fitted for the habitation of man.

Myriads of these productions are found in the Pacific, rivaling in variety and brilliancy the most beautiful gems adorning a coronet. The Great Barrier Reef, a coral or calcareous formation, extends a thousand miles in length and thirty in average width, filling up the whole space between Australia and the Bristow Island. A portion of Wales on the south, passing into Ireland, some portions of Scotland, and the middle, northern and southwestern districts of England, were once the coral reefs of an ocean. The peninsula of Florida is constantly extending itself by the operation just described. Other parts of the continent are doubtless increasing in the same manner. The bed of the Mississippi is of solid limestone, a coral formation; so are many other river-beds on this continent.

The forms of the coral reefs are beautifully variegated. Some times they have that of trees or flower-tops, and often are hemispherical. Seen from a distance, they resemble painted highlands, and sparkle like silver interblended with the hues of the rainbow.

They arise from unfathomable depths in the ocean. This involves a new problem. It has been ascertained satisfactorily that the coral animals can not exist at a much lower point than one hundred and twenty-five feet below the surface. They seem to require a certain amount of heat and light, and to thrive best where they are exposed to the surfs. How is it, then, that the line has been cast down two thousand feet without reaching the ocean-bottom whence these reefs originate? It is probable that the bed of the Pacific Ocean has been gradually sink-

ing down in many places. The process must have been so slow that the coral growth could envelop it and form reefs over the surface. The sinking being imperceptible would enable this to keep pace with it till, hundreds and thousands of years having passed by, the original earth was thus magnificently buried in a mausoleum outrivaling those of monarchs and powerful men. The slab of coral rock alone remains to mark the spot.

There are islands even now in the Pacific retiring out of view. Some are fringed with these formations; others are surrounded by a rocky ring marking the former boundary, while between it and the present beach the sea flows in; in others you find only the coral reefs, circular or oval, many miles in diameter, perhaps, with a lakelet inside, often dotted with miniature islets. In many of the Polynesian islands not a stone or rock exists which is not coral. A quartz formation, so common among us, is a treasure there, and pebbles are reserved as the property of kings.

France evidently was a similar creation. Its soil, based upon limestone, certainly favors the opinion. Other parts of the continent may have originated in a similar manner. It is by no means a visionary supposition. That spot which was once the abode of the mermaids and kelpies of the torrents is now the cloud-capped summit which first catches the sunlight.

It is estimated that the coral deposits amount to six inches each year. The upheaving of the areas under the Pacific Ocean would set these zoöphytes at work still more; and the conclusion is by no means irrational that we shall yet have one or more continents uprising between America and Asia. But then the ocean might make inroads upon our present world, dividing America in two and breaking the eastern continent into fragments. Such marvels have occurred. Our mountains are gradually falling to pieces and descending to fill the valleys. The land of our fathers was once a part of ancient Gaul. London and Paris were once in the same basin of an immense lake or inland sea, fed by rivers flowing from the south, which eventually filled it up with clay. Some similar fate may be awaiting our own fresh-water seas.

Between Wales and Gaul (the same name, by the way,) was a beautiful widely-extended valley, covered with willows and palms, in which the curlews roosted and the quails made their nests, and under which elephants, mammoths and other animals long since extinct were wont to find shelter. Changes, perhaps, akin to those which the coral reefs are effecting drove the waters of the ocean through this valley, and made of Britain the 'Beautiful Island'.

It is indeed true that there is nothing insignificant. The coral animals are so small as to be almost invisible, yet are the architects of continents. If we could penetrate the mysteries of human history, we should find the sentiment and belief of a world regenerated by a Galilean carpenter, an empire revolutionized by an obscure thinker, the aspect of a world changed for all time by the movements of persons who can not indeed be forgotten, because they were never known. The imponderable ether, in its manifestations as electricity, and the swelling vapor

have already created new habits of action, and even of thought. We, the corals of another era, growing out of each other, elaborating new conditions of existence, have an end to fulfill in the doings of Providence, and no substitute can be found capable of occupying our place. Though humble amid the wonders of the universe, we are by no means unnecessary in the accomplishment of its conditions. While, in the spirit of the evangelic word, we should esteem others better than ourselves, yet must we remember that we too exist for a purpose, and assume the relations devolving upon us with modesty and discretion, yet with energy and boldness.

New York Teacher.

S E L F - C U L T U R E .

SELF-CULTURE, in the main, may be ranked under three heads, namely, manners, mind, and morals. Accomplishments in all these directions are essential to the teacher's permanent success; failure in either of them is fatal. The culture of the one to the neglect of the rest can not make a succedaneum for the others. The teacher ought, in a high sense, to be a gentleman, a thorough, practical scholar, and a consistent christian. We apprehend that this will be clearly seen if we consider the peculiar nature of the teacher's calling. We can say no less of it than that it involves the highest responsibilities, and is, when well performed, most honorable. It has to do with both soul and body; but, as the former will exist when the latter has returned to dust, the work of education has more to do with eternity than time.

We do not (for how can we?) comprehend what it is to make an impression upon and give direction to an immortal mind. There is peculiar honor in fashioning a human spirit into forms of intellectual symmetry and grace, which it shall carry not only through this life, but the one which is to come; and there is equal shame and degradation in causing one withering blight to fall upon the mind of any. The votaries of art, who could make the canvas glow with almost animated existence, and who could make the marble speak, have acquired lasting renown. The crumbling dust of their workmanship and the mouldering ashes of their tombs mingle together, but their names live. But the painting of the living teacher will glow with a brighter lustre, and every angle and feature of his sculpturing will retain its original form throughout eternity.

Conscious of the fact or not, the teacher is daily moulding the plastic mind into that form which it will retain as long as the soul lives. What work more responsible? But within the limits of the present life the teacher can find ample proof of the high character and responsibility of

his calling. His forming hand is seen all along the world's history—in the lives of the poets, the philosophers, the statesmen, the heroes and the christian philanthropists of every age. It leaves its traces upon those who walk in the humblest circles of life, whose labors are as important and influence as salutary as the so-called nobler class. Through these he has shaped the destinies of nations. Though he himself may have dwelt in obscurity, unknown and unhonored, yet he has sent forth influences far and wide, that gather force and power by their onward movement, like Ocean's wave, until they carry all before their resistless tide. ALEXANDER the Great was long the pupil of ARISTOTLE; XENOPHON and PLATO were pupils of SOCRATES; MILTON, BYRON, COWPER, WASHINGTON, HOWARD, CLAY, WEBSTER, and all of the brilliant stars in the literary coronet, were once pupils, and under the moulding and destiny-forming hand of their teachers they received that bias which led them to usefulness and honor. Every word, look, tone, tear and smile has an influence in forming the destiny of the pupil. Sunny and joyous tempers, radiating a benign influence on all around, have sprung into existence under the perpetual sunshine of a cheerful countenance and voice of the teacher.

Harsh and irritable dispositions will be bred in an atmosphere of moroseness and ill humor. Therefore we think we can safely say that in the early years of pupilage the die gives the enduring stamp, the mind receives the bias which is to be the future guide of the man. Every bane that exists in society is either the result of misdirection or non-performance of duty. Therefore, in whatever light we look at the teacher's vocation, whether in relation to this life or the next, in its connection with the present or the future development of mind, in its immediate results or the more remote effects upon him, we can see the fearful responsibilities of the teacher, and the nobleness of his calling if faithfully performed.

From the foregoing we can see that the external manners of the teacher are of no minor importance. The pupils will, to a great degree, copy the teacher, and even go beyond him if he is addicted to coarseness or oddity. Some regard for dress is very important. The apparel should be clean and tastefully arranged. Refinement and courtesy should go hand in hand with the other qualifications of the teacher. True politeness should always be the atmosphere of the school-room. How can the teacher teach his pupils to be courteous unless he himself is an example of courtesy? No intelligent man will deny that this belongs to the work of education.

Progressive intellectual culture is essential to and obligatory upon the true teacher—constant intellectual employment, which will not only enlarge and discipline his mind, but forestall that self-conceit and pedantry which we so often see in the pedagogue. The time has come when a higher standard of education is demanded by the public in common-school teachers than formerly. The bare demands of the school-room are not the limits of his attainments. There are many branches of study essential to the highest usefulness of the teacher which are not taught in our common schools, neither is a knowledge of them required

in the teacher; yet they enhance the teacher's usefulness, and we hope the time will come when such studies may be pursued in our common schools. A knowledge of Intellectual Philosophy, for example, is not required by committees and school laws in order to teach primary and grammar schools; and yet the teacher who is ignorant of the powers of mind and the laws of its action is as unfit to teach such a school as he is to build a temple without a knowledge of architecture. He should be so well versed in human nature as to be able to scan any one at a glance; for how can he adapt himself to every scholar unless he knows the peculiar traits of his character and his disposition?

Resorting to the rod is unpopular and inhuman. Scholars can more easily be governed by kindness than fear, and thus their esteem and confidence be secured. And lastly, though not least, the teacher should have well-cultivated morals. He must be able to teach morals by example as well as precept. All that he may teach will only become a miscreant power for evil if it be not controlled and guided by good morals. The heart should be educated as well as the head, for the one is to act as a counterbalance to the other. Let every one who would be a teacher look well to his qualifications, and see that no labor is spared to make him not only successful but useful.

G. H. J.

SKATING: A WINTER SCENE.

WHAT a bustle, what a shout!
Every village boy is out
On the ice:
Some are skating to and fro,
Some are marking in the snow
Queer device.

Here and there a rosy girl
Is waiting for a whirl
As they pass;
For of falling there's no fear,
Since the ice is smooth and clear—
Smooth as glass.

There is handsome little Ned,
With his sister on his sled,
Skating by;
While Joe and Billy Brace
Both are striving in a race:
How they fly!

Nimble Billy Brace will beat:
But the ice is such a cheat,
He is down—

In the water to his chin :
Can the little fellow swim ?
Will he drown ?

No! the boys have fished him out,
With many a noisy shout,
And they say :
"Simple Billy, have a care
How you venture out too far
In the bay."

But the distant village chime
Of bells is striking nine,
And they all
Hasten home, with noisy shout,
Running nimbly on the route,
Great and small.

May I never grow so old,
And have sympathies so cold
As to hate
The bustle and the noise
Made by the village boys
When they skate !

Knickerbocker Magazine.

IGNORANT TEACHERS FOR CHILDREN.—"There are certain fathers, now-a-days," says PLUTARCH, "who deserve that men should spit upon them with contempt for intrusting their children with unskillful teachers, even those who they are assured beforehand are wholly incompetent for their work ; which is an error of like nature with that of the sick man who, to please his friends, forbears to send for a physician that might save his life, and employs a mountebank, that quickly dispatches him out of the world. Was it not of such that CRATES spake, when he said that if he could get up to the highest place in the city he would lift up his voice, and thence make this proclamation : 'What mean you, fellow-citizens, that you thus turn every stone to scrape wealth together, and take so little care of your children, those to whom you must one day relinquish all?' "

"Many fathers there are", continues PLUTARCH, "who so love their money and hate their children that, lest it should cost them more than they are willing to spare to hire a good master for them, they rather choose such persons to instruct their children as are of no worth, thereby beating down the market that they may purchase a cheap ignorance." He then relates the anecdote of ARISTIPPUS, who, being asked by a sottish father for what sum he would teach his child, replied, "A thousand drachms." Whereupon the father cried out, "Oh, I could buy a slave at that rate!" The philosopher replied, "Do it, then, and instead of one thou shalt have two slaves for thy money—him whom thou buyest for one, and thy son for the other."

ORDER THE FIRST LAW.

"Govern that you may teach, and not teach that you may govern."

THIS was a favorite precept of an eminently successful teacher, while instructing those who were about to offer themselves to the world as guides of the young. Among the many necessary qualifications of a good teacher, none are more important than the art of governing. We do not mean by that an arbitrary compulsion to obey certain rules laid down by the teacher, but the exercise of a power and tact, which controls by its own irresistible influence. The government of the school-room, in order to be efficient, should be a kind of theocracy; that is, love should be the predominant principle, actuating to obedience, while at the same time the pupil *fears* to disobey. While, many years ago, to wield well the rod (the wand of power) was considered the *summum bonum* of a teacher's qualifications, many instructors at the present day have fallen into the opposite extreme, by dropping the reins of government altogether. All who have had experience in teaching are aware that the first prerequisite to success is *order*. Without it, although the teacher may be in point of intellect and knowledge eminently qualified for his station, comparatively little can be accomplished. The question very naturally arises, how is order to be maintained? We reply, by teaching the pupil *self-government*. Let him never suppose that you were placed over him to enforce iron rules, 'that neither we nor our fathers were able to bear', but to instruct him, and to do this, there are certain requisitions with which he must comply. Let the *government* of the school be kept out of sight as much as possible, while the attainment of knowledge be the prominent object in view. It is painfully obvious that one of the most serious defects in the schools of the West is a want of *order* and *system*. This arises, in part, from the fact that many attempt to teach from merely pecuniary considerations. Having had no previous training for their work, they enter upon it very much as a little child would adjust an intricate piece of machinery of which he knew nothing. In every other profession preparatory discipline is indispensable. And why should individuals assume the name of teachers without any preparation? Is it not a gross imposition upon the public for persons having neither natural nor acquired abilities for the calling of a teacher voluntarily to assume its responsibilities? This is emphatically an age of *quackery*. Glance over the newspapers of the present day, and your eye falls upon the thousand and one remedies 'for all the diseases the flesh is heir to'. Not only is there quackery in the physical world but also in the intellectual. Men palm themselves off for what *they are not*. Yes, with all respect to the profession, we say that we have *quack school-teachers*. Hence the repeated failures in school govern-

ment. Among my earliest recollections are those of my pupilage under a Mr. K., who was conceded by all to be a model teacher. To study was not an irksome task, but a delight. Order walked, like Dido of old, a queen. Yes, he was a teacher by nature. What, we may now inquire, are the necessary qualifications of a teacher? First and most prominent is, a love for the work; for without it teaching is but a drudgery. Then a thorough education—branches perfectly understood which we propose to teach. Thirdly, an aptness to teach. To remedy the evils above referred to, and place well-qualified teachers in the school-room, the public mind must be aroused upon the subject of education. Parents who send their children to school must coöperate with the teacher in the work of governing. Institutions must be founded especially to train teachers for their profession. Especially is this demand increasing in the 'Great West', to meet the present emergencies. The tide of emigration is rushing on to the far West with impetuous speed. In this crisis should there not be counteracting influences operating upon the minds of the rising generation? There is need of action, prompt, efficient action, on the part of all interested in the future well-being of the West and the nation. Thousands of children have lately found a home in our wide domain—on the boundless prairies, along our rivers and railroads, multitudes have sought a home for their children. And shall they be permitted to remain here in all the ignorance of the untutored Indian; their intellects suffered to become a barren waste? True, benevolent organizations have sent teachers from the East to supply the demand, but still the cry is borne to our ears, 'We want more teachers'. Let Illinois imitate the example of favored New England, in raising up teachers eminently qualified for their station. One society alone has sent more than four hundred teachers into the West.

We are glad to learn that there are schools in this State established for the purpose of training teachers for their work. But let them be multiplied, let all the people interest themselves in this work, and we may yet have a system of schools outvieing our eastern neighbors. The progress of the age demands this. 'Mind, as well as matter, is moved by steam; it is harnessed to the car of human progress.' An electric current runs through every class of society. And what shall moderate and rightly control this headlong precipitancy but education—both of the intellect and the heart. May all engaged in the work of instructing realize that theirs is an avocation which angels might well covet. It is replete with interest, and the annals of *eternity* alone will fully reveal its results.

L.C.F.

THE PROFESSION.

BY N. W. ABBOTT.

MAKE your profession respected. Men generally look upon their employment with respect, and desire that it should be regarded with favor in the community.

The clergyman places a high estimate upon the dignity of his calling, and enforces his claims upon society for professional regard with becoming energy and skill; the physician justly boasts of the extent and depth of medical science, the high rank it has attained among the employments of men, and pleads usefulness and benevolence in behalf of his profession; he of the law, with equal assiduity, endeavors to win golden opinions for the learning and acuteness which characterizes the bar, and places his profession equally high in the scale of human employments; all unite in appropriate efforts to elevate their profession in the eyes of the community, except those engaged in that pursuit which, of all others, is in itself the most useful and honorable.

The teacher has not heretofore cultivated this professional pride, nor made efforts to give consideration and respect to his calling. He has entered upon the discharge of the duties of his office, devoting but little time to professional studies, or to associations for improvement and elevation, and has felt but little interest in giving rank and consideration to his calling. He has followed it rather as a means to an end. The consequences are, that the three professions are styled 'the learned', while that which, to a very great extent, makes them so is itself less esteemed, and its members fail to receive their just and merited respect. There are a few (and I rejoice to know that the number is increasing daily) who act as if they wished to see the teacher's profession properly respected by society; yet there are too many who appear to be wholly destitute of interest in efforts to give it rank and consideration.

It is true that fidelity to trust, and ability to discharge its duties, must give worth to individual character; that men must make the profession what it should be by individual merit; yet it is equally true that without united effort to make the profession worthy the sympathies and respect of all classes of society, it will do but little for those who select it as the pursuit of life.

Unless teachers unite and labor diligently to establish landmarks and rules by which they will be governed, not only in the discharge of their duties, but in securing a liberal remuneration for their services, public opinion will never rank their profession above the ordinary callings of life. Those persons who will not afford the expense of attending educational conventions—who make no sacrifices to keep up with the swift

moving spirit of the age—can not be regarded as any thing better than professional parasites; the mere hangers-on, who aim at nothing nobler than to secure employment at any price that may be offered by avaricious and short-sighted employers.

When society will distinguish between the competent professional teacher and the mere charlatan who 'keeps school' because he can do nothing else, the deserving will soon be esteemed, and their services sought and promptly and properly remunerated.

Competent teachers should be interested in the work of drawing these distinguishing lines. This work is to be done by those who are qualified for their profession, and who love it because of its means of doing good. Yours is a responsible position; you stand, as it were, between the present and the future; upon you devolves the duty of transmitting the knowledge of the present age to the rising generation; you can not too highly estimate the nature on which you operate. You can not too highly appreciate its future destiny, nor too deeply realize the influence which your example and teachings may exert upon it. That little boy may yet occupy the pulpit, or thunder in the Capitol. That little girl may yet wield an influence that shall travel down the vista of Time. Mind is unsearchable. You know not what hidden energies your pupils may possess. Within them may lie concealed the intellect of a LUTHER, a NEWTON, a FRANKLIN, a WEBSTER; and on you devolves the responsibility of its development. Perhaps you are training the fathers of future reformatations, the heroes of future revolutions, the authors of future discoveries and inventions, the orators whose voices shall hereafter shake the nations.

We pause not here. This life is but the infancy of being; buds of earth are destined to bloom in 'a better land'. Here is your encouragement. You are laboring for no unworthy end. You labor for an immortal nature. You are laying the foundation of imperishable excellence. Your work will outlive empires and stars.

SCHOOL FUNDS IN THE SEVERAL UNITED STATES.—Maine, \$145,281, and some lands yet for sale, a portion of the price of which goes to increase it; New Hampshire, none; Vermont, none; Massachusetts, \$1,602,597, and lands for sale; Rhode Island, \$73,517, increasing each year; Connecticut, \$2,049,953; New York, \$6,708,353; New Jersey, \$401,304; Pennsylvania, none; Delaware, \$485,000; Maryland, \$161,867; Virginia, \$1,163,606; North Carolina, none; South Carolina, none; Georgia, \$23,086; Florida, none; Alabama, \$1,075,818; Mississippi, none; Louisiana, \$461,269; Texas, none; Arkansas, none; Tennessee, \$584,060; Kentucky, \$1,400,270; Ohio, \$5,000,000; Michigan, \$1,374,288; Indiana, \$2,559,308; Illinois, \$799,083; Missouri, \$574,968; Iowa, \$1,000,000; Wisconsin, \$1,141,804; California, \$493,369, with land enough to produce \$40,000,000.

Rhode Island Schoolmaster.

PEOPLE VERSUS SCHOOLS.

[Ho, all ye critics and grumblers! gather round, and having placed one of your number on the stool, direct him to read, for the benefit of the company, the following disquisition, which we find in a recent issue of the *Prairie Farmer*.]

MANKIND *do* love to criticise, and why? Because they love to be considered persons of judgment and independence, and in order to this they very naturally suppose that they must *express opinions*, and express them independently; and so they tell you that such a man's character is not what it should be, that such a course is unwise, that there is an evil that ought to be remedied, when, in reality, what they condemn has received from them but very little consideration. Their criticisms were uttered because they happened at the moment to enter their minds because of this love of distinction. We do not mean to say that this is a characteristic of all, but it *is* of very many, and we believe that it has as much influence as jealousy or dislike in the so universal habit of fault-finding.

The school is always the subject of a large share of the gossip of a society, and with reason. A majority of the parents have children in attendance, and besides, its character has an important influence upon the reputation and prosperity of the place where it is located. It, therefore, *should* occupy a large share of attention; but we do object to the *kind* of attention it too frequently receives—attention worse than neglect itself. This desire to be considered active and influential is so strong in certain ones, that they never appear to be satisfied with a state of things in the bringing-to-pass of which they did not play an important part, and, therefore, unless they were officious in making the school what it is, procuring the teachers, perfecting its outside arrangements, they are certain to make themselves very busy in pointing out this, that and the other radical defect. Well, some of these defects may exist, but it is more than likely that the most of them are imaginary. These persons seldom, if ever, visit the school, and know but little, comparatively, concerning it, and what they say is unwarranted, untimely and unwise. Perhaps they *mean* no harm; and did they but think that their expressions, when thrown out, pass from mouth to mouth, reach the ears of parents and affect them unfavorably, go to adjoining towns, giving their inhabitants bad and incorrect impressions, are made known to teachers and trustees, discouraging them and rendering them less fit for the important duties of their respective positions (for nothing so stimulates one to exertion as the belief that his labors are appreciated), they might express themselves differently. Every such an one does harm; for the majority in almost any community are influenced by *mere expressions*, though devoid of authority

or consistency; and in doing as they do, they are sure to create opposing parties, whose feelings gradually become bitter, and after a time there is perfect warfare between them for power and place. Than such parties there can be nothing worse for the well-being of a society and its most important feature—the school. We have now in our mind three or four once excellent schools that have come near being ruined by them, and we particularly warn all to steer clear of like dangers. Like a large family whose interests are common, each should be careful of the welfare of the others and the reputation of the whole.

If you believe you see errors, don't think to remedy them by maliciously proclaiming them to your neighbors. It can not thus be done. There are other ways. There is one most effective method of benefiting the school, and one to which it is surprising that no more attention is paid, and it is this that we intended particularly to notice when we commenced this article. Its efficacy has been proved in some of our large cities and in many of the schools in Massachusetts. It is *visiting* the school. No one who has a child in attendance should allow a quarter to pass without visiting it, and if possible several times. This visiting might be systemized by the citizens so that some one or two of them should be present every three or four days. Its direct tendency would be to greatly stimulate both teachers and scholars—the scholars from a desire to appear to advantage, and the teachers from a desire to make them appear so. A sort of family feeling would be the natural result in community. There would be more of a disposition in the parents to oversee their children's education at home (a thing very essential and very much neglected), and a more general desire among them to have their children in school. The sacrifice of a little time, which would be the only sacrifice, would be very small compared with the advantageous effects produced; and it seems to us that those who have the welfare of their children, and school, and village at heart, would willingly make this sacrifice, could they foresee the good results.

On the other hand, the cold neglect, apparent indifference, and often unreasonable fault-finding, so common, will cause—what? Why, if the school prospers under it, you need not thank yourselves, and if it does not, you need not blame teachers or managers. Is what we have said pertinent and reasonable? If so, what will you do? Will you establish a system of visiting, immediately (which we modestly propose), or will you go to sleep? We very much fear the latter. If you disagree with us, make known your objections and we will consider them. If you say nothing in reply, we shall conclude that we do not disagree. If you likewise do nothing with reference to our proposition, the next article we pen shall be on Somnambulism. G.

P H O N O L O G Y .

OF all the sciences or branches relating to philology, orthography and orthoëpy, phonology lies at the basis. I am well aware that this interesting and important science is almost wholly neglected in our common schools in the West. The cause of this is, doubtless, that it is not understood by many educators, and therefore the utility of the science has not been properly tested.

But let us define the term. It is not *phrenology*, or concerning the bumps or cranium, about which phrenologists, physiologists, physiognomists and philosophers are controverting. Says the distinguished lexicographer, Doctor WEBSTER: "Phonology—A treatise on sounds; or, the science or doctrine of the elementary sounds uttered by the human voice in speech." The entire number of sounds uttered by the human voice which produce words, or vocal language, may be reduced to forty; that is, all the various sounds and intonations, exclusive of those very slight variations which are scarcely perceptible, may be considered about that number. All the sounds may be reduced to two classes—vocal and aspirates.

And now, with regard to teaching the science, we ask the question, Is it not important that the young pupil, the little child, understand these different sounds? The different sounds being designated in the spelling-books and dictionaries by figures, marks, or dots, it is highly necessary that the pupil understand the various sounds which the letter has as designated by the marks, in order to arrive at a correct, elegant and chaste pronunciation. A celebrated writer remarks: "An accurate pronunciation is one of the surest marks of a gentleman." We argue, then, the great importance to the little child of understanding phonology, that he may be better enabled to understand orthoëpy, or pronunciation. The error of all pronunciation is easily perceived by giving the wrong sound to some letter or letters in the word; and this is all owing to an entire ignorance of the science of phonology.

It is the sound that impresses the ear; and if the ear can discriminate with nicety between the different sounds or elementary principles which compose the words, and that quickly, the error or truth of the pronunciation is much more easily perceived; and the pupil thus trained at an early age will discover errors in orthoëpy with surprising aptness, and will speak and pronounce his own words with that degree of correctness and elegance which ever characterize good scholarship. To acquire a distinct articulation and clear and full enunciation is a desideratum of much moment; and to do this let the forty different sounds of our great vernacular be well understood and often repeated, and words difficult of utterance frequently pronounced. The sounds which

phonology teaches are the elementary principles of which the words are composed; hence the importance of commencing with fundamental principles.

Having tested in the school-room the utility and importance of this science as an auxiliary in teaching the pupil to pronounce his words correctly, I thus express myself on the subject; and I am well satisfied that, were a due regard paid to the teaching of the science, in connection with the correct rules of articulation and pronunciation, we should soon be rid of some of those very improper and abominable barbarisms and vulgarisms so prevalent in many of our common schools.

A. THOMAS.

BREESE. Greene county, Illinois.

A PRACTICAL SCHOOLMASTER.

I once heard of a committee's interfering with and turning out a schoolmaster for committing enormities in the way of illustrating his lessons. It appears that he had enlisted the feelings of the pupils in Natural Philosophy, and tried to get some apparatus, but he was told to do the teaching and leave the nonsense. But, nothing daunted, he got some apparatus himself, and told the boys if they would bring a mouse or two the next day he would show them the effects of nitrogen upon them. They next day came the committee to reprove him because, forsooth, the boys, in their eagerness to learn, had been up all night trying to catch mice for their master and disturbing the house! He promised to do better; but when he came to Astronomy he committed a more atrocious crime—for, being deficient of an orrery, he took the biggest boy in the school, placing him in the middle for the sun, told him now to turn round slowly upon his axis as the sun did; then he placed a little fellow for Mercury; next to him a girl for Venus; then a representation of the Earth; then a fiery little fellow for Mars, and so on, till he got all the planetary system arranged, and explained to each how fast he was to turn on his heel as he went round his orbit. Then giving the signal, the sun commenced revolving, away went the whole team of planets around him, each boy keeping at his proper distance from the centre, trotting with the proper velocity in his orbit, and whirling around in due proportion as he performed his revolution. It must have been a rare sight, and a lesson which the boys retained; for do you think, my dear sir, that John, who represented Mercury, would ever forget that he had an easy time walking round the lubber in the centre? while Will, who represented Herschel, must have been out of breath in scampering around his orbit.

But the boys did not forget the lesson, neither did the master. They danced, but he paid the fiddler; for, horrified, the committee dismissed him at once. He had been teaching, for aught they knew, the dance of the Turkish dervishes.

Rhode Island Schoolmaster.

BOARD OF EDUCATION.

IN accordance with the adjournment of the Illinois State Board of Education, a meeting of the Board was held at Lasalle on Saturday, March first, 1856. At eleven o'clock the President called the Board to order, and W. F. M. ARMY was appointed Secretary *pro tempore*.

After which, a letter from W. H. POWELL, Esq., in response to a resolution passed at the last meeting of the Board, was read, in which he declined accepting the appointment as State Agent *pro tempore*, until Professor BATEMAN should be able to take the field.

On motion of C. W. BOWEN, Esq., the further consideration of the appointment of an Agent *pro tempore* was postponed; and it was

Resolved, That each member of the State Board use his endeavors to obtain subscriptions in his Congressional district for the payment of the Salary of Professor BATEMAN, Corresponding Secretary, and that they report to the Secretary of the Board the amount obtained as early as practicable.

On motion of W. F. M. ARMY, the following was unanimously adopted:

WHEREAS, The Illinois State Board of Education concur with Professor HENRY and Lieutenant MAURY in the necessity and importance of the meteorological observations to be made in accordance with the system established by the Smithsonian Institution of simultaneous observations in every State of this Union, and whereas, the Smithsonian Institute has undertaken to collect and digest all the observations which may be made on this continent: Therefore,

Resolved, That we will coöperate with said Institution, in order to obtain full and reliable reports from the various sections of this State.

Resolved, That each member of this Board select some competent and reliable person in his district to take charge of the observations in said district, and from time to time report the same to the Secretary of our Board.

Resolved, That a Committee of four be appointed by the President to memorialize the Legislature for an appropriation to aid in the purchase of a set of meteorological instruments for each Congressional district in our State.

Resolved, That ——— be appointed actuaries in behalf of this Board to collect and prepare specimens of the natural history and products of our State, and to coöperate with Professor BAIRD, of that department of the Smithsonian Institution.

On motion, it was resolved that the blank in the last resolution be filled with the names of ROBERT KENNICOTT, of Cook county; Dr. J. NIGLAS, of Peoria county; and W. F. M. ARNY, of McLean county.

The President then appointed W. F. M. ARNY, Professor S. WRIGHT, C. W. Bowen and J. F. BROOKS the committee to memorialize the Legislature.

After which, a memorial was presented to the Board asking from Congress an appropriation of lands for the establishment of State Universities, which, on motion, was adopted, ordered to be signed by the President and Secretary *pro tempore*, and forwarded to Congress.

The Board adjourned to meet at the call of the President.

C. E. HOVEY, President.

W. F. M. ARNY, Secretary *pro tempore*.

TEACHERS' MEETING AT METAMORA.

THE teachers and citizens of this place held an enthusiastic meeting on the fourth of April, and organized a County Teachers' Association. J. G. WALKER, School-Commissioner, was chosen President, W. G. WOOD Vice-President, SAMUEL POWELL Secretary, J. T. MORSE, B. KINDIG, B. N. BEAL and A. C. ROUSE Committee of Arrangements.

After the organization, C. E. HOVEY was introduced, and addressed the meeting at length on the origin, progress and use of Teachers' Institutes. He briefly recounted what had been accomplished in Pennsylvania during the past eighteen months, largely through their instrumentality, alluded to New York, Ohio, and Michigan, and then gave the history of our own State Teachers' Institute, and its organ, the *Illinois Teacher*. He then gave way, and Messrs. LEMON, RANNEY, HASKELL, MORSE, WOOD, and LAMSON addressed the meeting.

It was finally moved that all those who were willing to accompany the School-Commissioner to such places in the county as he should think proper to call meetings be requested to rise. Whereupon, eighteen good and responsible men and women rose.

Mr. LAMSON said he could n't talk much, but he had a span of fine horses and a tolerable wagon, and he would go as driver. [Applause.]

It was agreed that a Teachers' Institute, under the auspices of this Association, be held on the first Monday of November at this place, and that the Committee have full power to make all necessary arrangements.

The Association expressed its confidence in the *Illinois Teacher* by subscribing for twenty-one copies, and pledging its influence in favor of sending it to every school-district in the county.

Adjourned, to meet at the call of the President.

J. G. WALKER, President.

SAMUEL POWELL, Secretary.

EDITOR'S TABLE.

FARTHER jottings of our friend D. W., who, our readers will remember, is out 'prospecting'. He is a warm friend of common schools and agent for this journal.

The citizens of Belvidere have erected two school-edifices and supplied them with a competent board of teachers. The schools not being session, I was unable to ascertain from personal observation their exact character, nor did I see so much of the teachers as I could have wished. I learned that Belvidere Union School was under the care of G. G. ALVORD as Principal, assisted by Misses L. SCOFIELD, E. SOUTHARD, E. BALDWIN, and H. ADAMS. Whole number of pupils for the past six months five hundred and twenty-five, average about three hundred.

The schools of Elgin, under the superintendence of Mr. GIFFORD, are prospering. F. S. HAYWARD is Principal of East-Elgin Union School, assisted by A. A. WHEELER and Misses E. B. WALKER and AUGUSTA PADDFORD. Whole number of pupils two hundred and twenty-five, average one hundred and seventy-five. West-Elgin School is under the care of HENRY COLE, assisted by Miss OWEN. One hundred and twenty-three pupils, average eighty-five. The teachers of the Third-Ward School are Misses A. LOUCKS and I. BRADLEY. Eighty-three pupils, average fifty. A. R. WRIGHT is Principal of Elgin Seminary, assisted by Mrs. E. S. WRIGHT. One hundred and twenty-five scholars, average seventy-five. The teachers of these schools are laboring to raise the standard of education, and are not unmindful of the *Illinois Teacher*.

I take pleasure in commending the schools of Aurora. I have visited none that excelled them in order or thoroughness. Much pains is taken to cultivate the science of music, and some day I expect to see this example followed elsewhere.

"At dawn Aurora gayly breaks," etc.,

would of course be very appropriate to this latitude. P. P. HAYWARD is Principal of the East-Ward School, assisted by Misses MILLER, WICKIZER, BROWN, TUCKER, PIKE, DENNIS, and KINNEY. Number of scholars five hundred, average three hundred. J. P. HUNT is Principal of the West-Ward School, assisted by Misses CLARK, Miss REED, and Miss HINCKS. Number of scholars three hundred, average two hundred and twenty-five.

I found in Geneva a fine two-story building, seated with Boston furniture, and equal to any in the State in beauty and finish. R. WELCH is Principal, assisted by J. WHITE, ELIZA PARNILE and MARY SCOTT. Number of pupils two hundred and twenty-five, average one hundred and eighty.

Batavia Seminary, under the care of H. NORTON, assisted by Misses J. S. SINGSTER, E. MARSH, L. STONE and C. MARSH, is controlled by Congregation-
alists. A building three stories high, accommodating three or four hundred
scholars, has recently been erected.

His account of the Chicago Schools is unnecessary, inasmuch as we
have already made mention of them. He next turns up in Dixon, takes
the cover off from Friend BARGE's School and permits us to look in.
It is Examination Day. But we will let him tell his own story :

The building was filled to overflowing with scholars and visitors. I heard
the examination of two classes. The class of young ladies in History did first
rate and acquitted themselves nobly, and the class in Algebra succeeded well
for beginners. Mr. BARGE is a wide-awake teacher and alive to the educational
movements in the State.

Our correspondent is skipping about so that it is hard to keep track
of him. The next we hear, he is quietly taking notes of a Kansas
steamboat meeting in Alton. It is proposed to establish a line of steam-
ers from Alton to Kansas. This project found immense favor with the
meeting and is likely to succeed. After a little fine writing about the
'puffing and blowing' steed with great, red, boiling, burning, fiery heart,
powerful lungs, shrill snort, et cetera, which had whirled him athwart
unrivalled prairies, to and past beautiful hamlets, and well-nigh flooded
both time and space, he indites the ensuing paragraph :

But I presume to a pedagogue, like yourself, a word about schools would be
congenial. The Altonians are not asleep in this matter. They have erected
three fine brick buildings, and will add two more during the summer. Ward I
is under the charge of W. F. GUERNSEY and Mrs. Low; two hundred and thirty
scholars. Ward II, U. J. LEE and Miss Cross; one hundred and forty-six
scholars. Ward III, C. H. CROWELL and Miss RICHMOND; two hundred and
thirty-four scholars. The discipline and management of these schools are ex-
cellent. The musical department, under the direction of Mr. LEE, surpasses
any thing I have yet seen. While listening to the mellifluous songs of these
little ones, I could not repress a tear of joy, in view of the softening, almost
hallowing, influence of music upon the children. I heard one of the teachers
whispering, "We must be the 'banner' city." So you see the *Teacher* is not
forgotten.

We conclude with a letter dated at Quincy :

Stepping on board the steamer *Westerner*, at Alton, I made my way, through
crowds and over boxes, to the upper deck. After considerable delay, I reached
the ticket office and requested of the clerk a ticket for Quincy. Having eyed
the 'prerequisite' for a short time, he handed me a ticket, upon which was
written, "Good for one cot." I demanded an explanation, and, to my sorrow,
learned that the state-rooms were all occupied, and that the cot and the soft

side of the cabin-floor were to be my bed for the night. About twelve o'clock I pitched my little hammock and lay down to sleep. After sleeping, dreaming—about the *Illinois Teacher*, of course,—and awaking frequently, the grum voice of the porter was heard, "Get up." I arose immediately, but my boots were gone. Wending my way to the porter's room, I found he had looked off all the blacking that was ever on them and wanted a dime for the sight, which, from necessity, I did not refuse. Soon the tables were spread, and about three hundred of us sat down to a fine breakfast. This being over, I went upon the upper deck to look out upon the great 'Father of Waters'.

It being the Sabbath, I saw, on returning to the cabin, that religious services were anticipated. Soon an elderly man arose, and gave out his text as follows: "I am the light of the world." Although the bar, the curse of millions, the bane of society, the great enemy of the human race, was erected in the forward part of the steamer, and many devotees were bowing at this shrine of Bacchus, yet I never saw a more still and attentive audience. Soon the tolling of the bell reminded me that Quincy was near at hand. In a few minutes I found myself in the Quincy House, where I am now writing. But the schools.

In this city there are three large brick buildings, with teachers and pupils as follows: South-Ward School—W. M. KIRKPATRICK Principal, assisted by Miss L. CONVERS; whole number of pupils in the higher department one hundred and ten. Misses M. CONVERS and L. F. VAN DOORN are teachers in the primary department. Quincy East School—I. W. BISHOP Principal in the male department; whole number of pupils seventy. In the female department, Miss N. M. WEAVER Principal, the number of pupils for the past three months has been seventy-seven. Teachers in the primary department, Misses E. N. ABERNETHY and M. T. BROWN, with one hundred and fifty pupils. North-Quincy School—ELIZA KIMBALL Principal, assisted by Miss M. HITCHCOCK; one hundred and twenty pupils. Primary department, Misses REED and KINGERBLE teachers; one hundred and sixty-five pupils. Quincy High School—N. W. T. ROOT Principal, assisted by Mrs L. C. DOBYNS; eighty pupils. Quincy English and German Seminary.—This institution is under the direction of the Methodist Episcopal Church. A building one hundred and forty by forty feet, the centre four stories and wings three stories high, besides the basement, has been erected, and will be completed in time to open school in it next fall. This is as beautiful a school-building as there is in the State, and reflects great credit upon our friends of Quincy. Professor J. H. MOORE, A. M., is President, assisted by Miss E. SHORT; number of pupils one hundred and twenty-five. I should like to say much of these schools, but space will not permit. Mr. J. MURPHY, a zealous and warm friend of education, is City Superintendent.

THE citizens of Rock Island have resolved to raise twenty-five thousand dollars to be appropriated to the establishment of a 'Union School'. The Board of Directors have selected a three-acre lot as a site for the building, at a cost of seven thousand dollars, leaving about eighteen thousand dollars to be expended in erecting the building and purchasing furniture.

S. S. WHITEHEAD, School-Commissioner of Clark county, gives notice that he will hold a public examination of teachers on the twenty-sixth of April, and we further learn, from the *Eastern Illinoisan*, that it is contemplated to form at that time a County Teachers' Institute. This is just the move needed. We wish we could be there to see. The *Illinoisan* has the following admirable comments on the matter :

Our readers will observe the School-Commissioner's notice to the teachers of Clark county. It is thought by him and many teachers that the occasion of the teachers' meeting will be a good one to carry out a long-cherished plan of organizing a County Teachers' Institute. What say the teachers of Clark to this proposal? Are they willing to visit Marshall for one day for the purpose of advancing the cause? In advancing any profession, it is necessary that the members of it consult each other as to the best means of doing so. The teachers of our county, although not lacking in intelligence as a class, certainly manifest a churlishness toward each other that is any thing but commendable, and many of them an indifference to the success of their labors which renders them any thing but desirable instructors of youth. Let there be the same efforts to acquire proficiency that members of the legal profession are required to make in order to become efficient lawyers, or let them labor as zealously as the mechanic must do in order to become master of his trade, and we shall see a superior class of teachers to that with which we are at present favored. It is an opinion entertained by some that a person who is a 'good scholar' is necessarily a good teacher. This is a great mistake. No person can be a successful teacher unless he well understands the branches he teaches; yet it does not follow that because he understands those branches he is well qualified to impart that knowledge to others. It is to be hoped that the time is not far distant when we shall have a State Normal School in Illinois for the purpose of instructing teachers in conducting schools. In the mean time, let us have a County Teachers' Institute. On the twenty-sixth of April let all the teachers of the county assemble and enter into such an arrangement. This will give unity of sentiment and concert of action, without which it is impossible for the teacher's profession to attain to that usefulness and respectability which the interests of education demand; and with it they can be of incalculable benefit to the cause, and at the same time advance their own interests.

PAY YOUR SCHOOL-TAX WITHOUT GRUMBLING.—GEORGE SUMNER, but recently returned from a tour in Europe, where he has spent several years in examining their educational systems, says, at the close a lecture :

If there be any moral to the tale I have told, it may be summed up in a few words: 'Pay your school-tax without grumbling.' It is the cheapest premium of insurance on your property. You are educating those who are to make laws for yourself and your children. In this State you are educating those who are to elect your Judges. Build more school-houses; they will spare you building more jails. Remember that the experiment of other countries shows that the development of free and extended education has been followed by public and private prosperity; that financial success and political tranquillity have blessed the lands which have recognized its importance. Remember that education without freedom is barren in its result; that freedom without the education of the moral sentiments soon runs into anarchy and despotism; and that liberty, ever vigilant herself, demanding ceaseless vigilance in her votaries, will not linger long in those lands where her twin-sister, knowledge, is neglected.

OLD-FOGYISM DYING OUT.—We clip the proceedings of the teachers of Warren county from the *Monmouth Atlas*. They indicate very clearly the guiding of a competent commissioner, seconded by a body of progressive teachers. Every where, a new spirit is animating teachers; and those of Warren county, unless it be a few so far gone that the hand of resurrection is not expected to reach them, partake largely of this spirit. This desire for professional improvement has induced them to organize an Institute for self-culture and pass resolves in favor of normal schools, and will soon furnish the county with a corps of thorough, deserving teachers. But to the 'Proceedings':

At the close of the examination of teachers on Saturday, the fifth instant, the teachers present, twenty-two in number, twenty of whom obtained certificates, organized by appointing O. S. BARNUM President and D. R. STEPHENS Secretary.

After some remarks by Mr. A. H. TRACY, relative to the cares, responsibilities, and needs of the teacher peculiar to our section of country, it was proposed and adopted that in the course of the ensuing season the teachers of this county should, for their mutual benefit, again meet together, and that measures should be taken to secure the attendance of eminent persons interested in the cause of education, who should address them at that time.

On motion of JAMES BROWN, GEORGE NORCROSS and A. BROWN were appointed a committee to correspond with said persons, with reference to obtaining their services as speakers on such occasion.

On motion, D. R. STEVENS and D. LADD were constituted a committee for making arrangements and giving due notice of the time and place of the above-named meeting.

We omit, for want of room, the series of resolutions presented by the Commissioner, Mr. A. H. TRACY, and unanimously adopted.

J. C. DORE, Esquire, has resigned his position as Superintendent of the Public Schools of Chicago. His able and successful efforts to promote the best interests of education in that city had won for him universal respect. His retirement from the corps of educators will be sincerely regretted. At a late meeting of the Teachers' Institute of that city, the following resolutions were unanimously adopted:

Resolved, That J. C. DORE, Esquire, late Superintendent of the Public Schools of Chicago, merits our high approbation for the faithful manner in which he has discharged the duties incumbent upon him, and for his zealous and successful efforts to promote the cause of education in this city.

Resolved, That our sincere thanks be hereby tendered to him for the kindness and courtesy which has ever characterized his intercourse with us; and that, in resigning the duties of his office, our best wishes will attend him, that, in whatever vocation he may act, he may meet that success which, as a true gentleman and accomplished scholar, he deserves.

WE have at last caught up with old 'Father Time', and are able to issue, as advertised, on the first of the month. Look out for punctuality hereafter.

TEACHERS OF MISSOURI IN CONVENTION.—We have received a circular announcing that a convention of teachers of the State of Missouri, and others interested in the cause of education, will be held in St. Louis on the twenty-first, twenty-second and twenty-third of May. Addresses are expected from Reverend W. G. ELIOT, Reverend TRUMAN M. POST, Honorable HORACE MANN, and Honorable EDWARD BATES. The following subjects are to be discussed: 1. The organization of a State Teachers' Association. 2. the establishment of a State Normal School. 3. County Institutes. 4. The establishment of an Educational Journal. The Convention will be organized on Thursday, at ten o'clock A.M. A free return ticket will be given to those who, in attending the Convention, pass over the Pacific, the North Missouri, the Ohio and Mississippi, and the St. Louis, Alton and Chicago Railroads.

THE HOLBROOK APPARATUS FOR SCHOOLS.—Mr. TALCOTT, a member of the company of teachers who manufacture this apparatus, is now in this State, making his headquarters at S. C. GRIGGS AND COMPANY'S, Chicago. He has favored us with an examination of the apparatus, and it appears to be all that is needed. It combines usefulness with cheapness, the entire set costing only some twenty or twenty-three dollars. The set consists of the Orrery, Tellurian, Geometrical Solids, Terrestrial Globe, Numeral Frame, Hemisphere Globe, Cube-Root Block, with a text-book to explain their use. This apparatus is so simple that it may be used to advantage in all grades of schools, and so cheap that it is within the reach of every common school in the State.

ILLINOIS COLLEGE.—This is regarded as the leading college in the State, and is prospering accordingly. We learn from a recent catalogue, for which Mr. J. C. PICKARD will please accept our thanks, that there are now seventeen Seniors, twenty-four Juniors, ten Sophomores, thirty-two Freshmen, and twenty-seven in the Preparatory department. It seems that there are three departments—the Preparatory, occupying from two to three years, the Scientific, three years, and the Classical, four years, entitling students, respectively, to admission to College, to the degree of Bachelor of Science, and the degree of Bachelor of Arts.

A GOOD MOVE.—N. B. RISINGER, Esquire, of Vandalia, gives notice, through the *Fayette Observer*, that he will act fully as agent for the *Teacher*, if any one should wish it, and will forward subscriptions. RISINGER is a 'live' teacher, and will not be likely to let grass grow under his feet.

MILTON WELCH.—Our friend O. C. BLACKMER, of St. Charles, has discovered the author of 'Schools of the Olden Time', and his name stands at the head of this item. The piece was composed at the Aroostook County Teachers' Institute, for the benefit of its members, while they were singing and 'raising Ned' generally around the author. Mr. WELCH is described as a man who believes firmly in Plymouth Rock, Bunker Hill, and the good old times of New England. He has a brother teaching in Geneva.

'D. W.' heads the following incident 'The right kind of talk'; we add 'from the right kind of men':

A short time since, while visiting two directors and a teacher, the teacher said he had been invited to attend a Teachers' Institute in an adjoining county and deliver an address, but that he could not leave his school to go. One of the directors immediately replied, "Mr. F., you must attend that Institute." Here the other seconded: "Yes, sir, you must go, and we'll pay your expenses. The knowledge you will there acquire will, in turn, be imparted to our children, and we can well afford to pay your fare and continue your wages."

DOCTOR CUTCHEON, the physiologist, has recently delighted the citizens of Peoria with graphic descriptions of the human body. The Doctor possesses a fund of wit and humor, and never allows his audience to grow dull or sleepy for the want of a good story. Occasionally he launches a bolt of sarcasm at some popular vice or folly with telling effect. He is a warm friend of common schools, and we wish our State was rich enough and liberal enough to send him through it in their behalf.

KANKAKEE.—C. R. STARR, Esquire, School-Commissioner of this county, says: "I think our Board of Supervisors will do some thing for the *Teacher*. We have many teachers in this county who would be glad to receive its monthly visits, and I am determined, if possible, to place a copy in every district in the county. School directors, and all others interested in the cause of popular education, should give the *Illinois Teacher* a cordial reception." Our sentiments, exactly.

FRANKLIN GLOBES.—A set of these beautiful globes is just received from the manufacturers, and they fully answer our expectations. They are fine specimens of art, and leave little to be desired in a globe for school purposes. They are packed in boxes, and may be sent to any part of the country. Address MERRIAM, MOORE AND COMPANY, Troy, New York.

WE see, by the *St. Clair Tribune*, that GEORGE BUNSEN, Esquire, the devoted and excellent School-Commissioner of that county, is taking effective measures to have the *Teacher* circulated. A few such men would place our journal and the cause it advocates beyond the reach of failure. We believe we have 'a few such men', who are willing and determined to labor and to sacrifice, until free schools shall be honored and supported all over this fair State.

PRAIRIE FARMER AND RURAL NEW-YORKER.—These agricultural weeklies come to us brim-full of things lively, witty, useful, and good. But we like them most for their educational columns. The *Rural* says that the Agricultural Society of this State has offered premiums for the best plans of a high-school, grammar-school and primary-school building. Indiana has done the same. This begins to look like 'suiting the action to the word'—like doing some thing.

MR. EDWARD PEET has been chosen Principal of the Illinois Deaf and Dumb Asylum, in place of Mr. OFFICER, resigned. Vacancies in the Board have been filled by the Governor, by the appointment of WM. REDDICK, of Ottawa, Messrs. WITHERS and DIDLAKE, of Bloomington, and Reverend M. DODGE, of Springfield.

A GALLANT DEED.—We learn, by a private note, that every male member of Knox County Teachers' Institute, on the presentation of the subject by Professor WILKINS, subscribed for a copy of the *Teacher*, and then a sufficient amount was appropriated from their treasury to send a copy to every female member.

NOTA BENE.—We want to know who of our subscribers are teachers. Will teachers give us the desired information by return mail? No objection to your sending the names of one or two more new subscribers at the same time; but, at any rate, you that are teachers, let us know the fact.

A Report on Education in Fulton county will appear next month. She has a working Commissioner, and at least one Board of Directors who have visited the schools under their charge every week during the past winter.

KNOX COLLEGE.—A magnificent structure is about to be erected at Galesburg for the use of this institution. CHARLES ULRICSON, of this city, is the architect.

BOOKS AND PERIODICALS.

NATIONAL EDUCATION IN EUROPE. By HENRY BARNARD.

This book embodies more reliable statistics and available information on the subject of Education in Europe than we have met with in any other single volume. The schools of Germany, England, France, Scotland and Ireland, of every grade, from the primary to the University, are fitly mentioned and a condensed summary of statistics given. We consider the book a grand acquisition to our library, and shall have occasion often to take it from the shelf.

SARGENT'S SERIES OF READERS. Boston: PHILLIPS, SAMPSON AND COMPANY.

This series of books has marked excellencies, and is especially adapted to secure a clear enunciation of every word—yea, every element of the language. Mr. SARGENT has a well-earned reputation for nice scholarship and pure literary taste, and has brought both into use in the preparation of these books. Their popularity, therefore, is not difficult to account for.

SOUTH-WESTERN SCHOOL JOURNAL.

This is the title of a sprightly periodical published in Louisville, Kentucky, at fifty cents per annum, and worth at least twice that. The *Journal* is well edited and printed, and is one of our most acceptable exchanges. We notice that its leading article in the April number, 'Normal and Graded Schools', is taken from our journal. The *Teacher* acknowledges the compliment.

ELEMENTS OF THE ART OF RHETORIC. By Professor DAY. New-York: A. S. BARNES AND COMPANY.

This work claims to differ from existing treatises on the same subject in treating Invention as a distinct and primary department of the art of Rhetoric, in reducing to a more exact system the principles of Rhetoric, and in having reference to Rhetoric as an art, and not merely as a science. It is a book to be studied, and not simply read.

SANDERS'S YOUNG LADIES' READER. Chicago: S. C. GRIGGS AND COMPANY.

This book has been lying on our table for some time, waiting its turn; but it some times happens that 'the last shall be first.' Enunciation, accent, inflection, modulation, emphasis, are attended to, and the selections are readable. The book is, and ought to be, popular.

EXHIBITION SPEAKER AND GYMNASIIC BOOK. By FITZGERALD. Rochester: D. M. DEWEY.

The most valuable part of this Speaker, to our mind, is the chapter on gymnastics, and this is of itself worth twice the price of the book.

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LAWS OF SCHOOL ARCHITECTURE.

THE subject of School Architecture is eminently appropriate to the pages of the *Teacher*. It is one in which teachers and pupils, parents and children are all interested. Its leading principles and important details should therefore be studied by every one who is to instruct in our schools, or to have a vote or influence (and who has not the latter?) in determining their accommodations.

What is requisite to constitute a good school-house? What must be its properties and characteristics? In the first place, it must have the appropriate conveniences for study, recitation, and good order, on the part of the pupils; and for instruction, care, and good discipline, on the part of the teacher. Secondly, it must have every provision and arrangement required for the physical comfort of the pupils during the time which they must spend in or about the school-house; and this time, it should be kept in mind, is, with many pupils, no less a portion of the day than seven or eight continuous hours. These provisions and arrangements, if the prime end of education is not to be sacrificed, must be so made as to be in perfect consistence with propriety and delicacy—with propriety the most exact, and delicacy the most scrupulous. Thirdly, the house must have room for visitors, especially on occasions of school examinations or exhibitions; and in our rural districts, if we respect immemorial usage, must be an appropriate place for educational and other meetings. Fourthly, it must have a healthy, pleasant location, readily accessible, without being exposed to the dust and noise of a thronged thoroughfare; and attractive grounds, sufficiently ample for the sports of childhood, without giving annoyance to neighbors or travelers, or periling the limbs and lives of young children in the street.

In what precise way these requisites of a good school-house can be best secured in each particular case, must be determined by the town or district, or by the duly authorized building committee. Still, amid the great variety of adaptations to differing circumstances, there are some general principles or rules of school architecture which ought never to be lost sight of. We beg leave to commend the most important of these to the attention of our readers, and to their careful observance, as opportunity may, from time to time, arise.

1. Every school-house for young scholars should have as many separate school-rooms as there are regular teachers; except as the principal of a large school may have an assistant to take charge of his particular room, while he is visiting other rooms. The military movements of successive classes, forward and backward, between the main room and recitation rooms, however skillfully they may be ordered by a nice tactician, nevertheless cause disturbance and loss of time. Discipline becomes more difficult, and almost of necessity more summary and severe, according as its subjects are aggregated in large masses. In the case of the young, it is of great importance that the teacher to whom they recite should be with them while they are studying their lessons. This teacher only will know how to give the requisite directions, to answer questions, and to apportion assistance, watchfulness and stimulus to the several members of the class. From the higher character of the instruction demanded from the principal, an especial loss arises when his time is occupied and his mind distracted in the midst of important exercises by the necessity of taking care of the immediate pupils of other teachers. Other arguments might be added, but it will occupy less room to refer to the very decisive statement of Mr. LEACH, quoted on page 165, to the important letter of Dr. CARTEE accompanying this statement in the Seventeenth Report of the Board of Education, to the satisfactory experience of the Boston Grammar Schools, and to the plan adopted in the more recently constructed school-houses of Philadelphia.

2. In schools where most of the studying is done in the school-room, each scholar should have a separate desk. A double desk is a screen for much quiet play; it causes interference between the occupants, and some times serious altercation; it is a powerful tempter to whispering and other communications; it leads to much unobserved assistance of one pupil by another; it renders those exercises in which writing is employed, and which are now so extensively and profitably introduced in our best schools, less valuable from the difficulty of a scholar's *not seeing* what his desk-mate is writing, and the tendency, with many, to copy this either verbally or virtually. The difficulty of government in school is materially enhanced, and the benefit of study still more diminished, by the use of double instead of single desks. The difference in expense between single and double desks (in the Boston furniture for grammar schools, about one dollar and twenty-five cents to a scholar) is too small a sum to be taken into consideration in the permanent furnishing of a school-room. The single desks occupy a little

more room, but do not give to each pupil more space than is desirable for the sake of good air and on other accounts.*

3. A zone of blackboard, low enough for the youngest pupils and high enough for the oldest, should extend entirely around the room, except where interrupted by doors and windows. The teacher who knows how various and valuable are its uses, in the presentation and solution of mathematical truths and problems, in the drawing of maps and of different objects in nature and art, in grammatical analysis, in the elementary teaching of reading, writing, and spelling, in the illustration of every science without exception, and in the giving of relief to young pupils weary of sitting, will not even then find, that he has as much blackboard as he would desire. He wishes often to send each member of his largest classes to the board at the same time. He thus obtains an insight into their mental processes and difficulties, just as if he were bending over the shoulder of each one, while at work with slate and pencil at his desk. The blackboard has been well said to be a *window* by which the teacher can look into the pupil's brain. Room is also wanted to allow some things to remain upon the board from

* "Single desks," says Mr. LEACH (17th Report, p. 85), "are generally to be preferred to double ones. The whole expense for room and desks is about twenty per cent. more." If a proper width be assigned to the aisles between the double desks, for these, as used by two rows of scholars, need to be wider than those between single desks, the difference will be still less.

In the work on School Architecture, by that able and faithful laborer in the cause of Public Schools, the Honorable T. H. BURROWES, just published by the State of Pennsylvania, he says, in comparing single and double desks, "The former would be the more desirable in all cases."

Mr. PHILBRICK, the Superintendent of Schools in Connecticut, in his last Report, uses the following language in describing the recently erected Union School-house in Norwalk:—"A single desk, mounted on an iron support, is provided for each pupil, and each chair is supported by a single iron pedestal. Probably this is the best method of furnishing a school-room that has yet been invented." And in presenting his ideal of a perfect school-house in the body of his Report, he assigns to each scholar a separate desk and chair. We know that, when the Quincy School-house, in Boston, was furnished for the school under his charge, he was very earnest and used much effort to secure for the whole school the superior advantage of single desks.

Dr. ALCOTT, in his Essay on the construction of school-houses, to which a prize was awarded by the American Institute of Instruction, uses the following emphatic language:—"In regard to the expense of erecting separate desks, I am most decidedly of opinion that the amount of time saved by it will be more than a sufficient compensation. Any thing which saves *time*, saves *money*; and I think time enough would be saved in three years by single desks to amount, at the lowest possible estimate, to one hundred dollars, including food, clothing, and tuition—for these are properly included in the estimate. The saving need be but fifteen minutes a day to each of fifty pupils. Let him who has had experience in the business of instruction say whether more than even this amount of time is not lost by the present arrangement of a majority of existing school-rooms. My purpose has been to keep economy in view in every suggestion. Separate desks for each pupil I regard as *absolutely indispensable*. As to the increase of size which they give to the school-room, it should be remarked, that the purpose of health can not possibly be answered without an amount of space at least as great as I have proposed, whether we use single desks or not."

day to day. Mr. BURROWES, after insisting on a certain amount of blackboard, adds, "If extended all around the room, so much the better. It will add very little to the cost of the building, if provided for in the original contract, and it *will vastly facilitate* the competent teacher's instructions."

It is a common fault to make the blackboard too high, from conforming it to the height of the windows. It is recommended that the latter should not be lower than four feet from the floor, in order that the pupils may have better light, that they may be less exposed to cross draughts of air, and that they may not be diverted from their studies by objects without. But in a school where the different ages are united, the bottom of the blackboard should not be higher than two feet and a half from the floor, while the top should be about seven feet. Even then, some of the youngest scholars will work better by standing upon a platform. It may be added, that a uniform stripe of this kind around the room will have a better architectural effect than patches of blackboard here and there. There should be a trough or deeply-grooved ledge at the bottom of the blackboard, wide enough to hold the crayons and rubbers, and also to keep the backs of chairs and settees from marring the board. At the top of the blackboard, and also near the top of the room, there should be mouldings or narrow strips of board for receiving such hooks or nails as may be needed for the suspension of maps, charts, cards, and pictures. Such provision should be made that there should never be any temptation to drive a nail into the plastered wall.

4. There should be an aisle around the room wide enough for scholars to work at the blackboard without annoyance from others passing them, for recitation seats, and for settees and chairs on occasions of public examination and of educational or other meetings. A width of about three feet and a half will be required for this purpose. Mr. LEACH says (17th Report, p. 85) that the outer aisles of the school-room should be "from thirty-six to forty-eight inches." There are additional reasons why desks should never be arranged, as in many schools, against the walls;—as, that the building may be better kept from defacement, that the pupils may suffer less from draughts of cold air, and that the teacher may be able to pass around the room, and yet keep the whole school before him.

5. The arrangements for lighting, warming, and ventilation ought to be of the most perfect kind; because children can not at school, as at home, take their places nearer or farther from the window or fire at pleasure, and go, whenever they wish, to an open door or window for fresh air. It is desirable that the desks should face a side of the room in which there are no windows; that the room should have a generous light; and that the windows, the better to subserve both light, warmth, and ventilation, should be placed higher than is usual in dwelling-houses. "The windows," says Mr. BURROWES, "should not be less than six feet in height (while those of seven or even eight feet would be better), and placed at least four feet from the floor." They should have blinds, both for their own protection and for the

better regulation of light and heat; and the sashes should always be balanced with weights. It is astonishing that in so many rural school-houses no provision is even made for letting down the upper sashes at all, and thus changing the air of the room. Two or three hours' work of a carpenter would make these houses worth twice as much during the ensuing summer, for study, comfort, and health. Will not our new Prudential Committees see that this great evil, which may be so easily and cheaply remedied, shall not exist any longer? *

6. To avoid crowding and consequent disorder, an ample breadth should be given to doors, passages, and entries.

7. The teachers' platform should be at the end of the room where the pupils enter. This arrangement is required for convenience in receiving visitors and speaking with callers, in communicating with the pupils as they pass in and out, and in preventing disorder in the entries. A small room should adjoin, for the safe keeping of books and apparatus, for the teacher's outer clothing, for withdrawing, if need be, with a visitor or refractory scholar, and for occasional use in an extra recitation. There are advantages in giving to this room a glazed door, and also in placing, for the teacher's use, a small window between the main room and each entry. The teacher's eye is a great preventive of misconduct, and if it can readily command all the school premises will do much to obviate the necessity of harsh command, of undesirable questioning of pupils in respect to their own or each other's behavior, and of severe punishment.

8. In rural districts, where clocks do not agree, and some of the scholars spend their nooning at the school-house, it is better that ante-rooms, or rooms in the basement, should be made comfortable for those who arrive early or remain at noon, than that the school-room should be exposed to injury from those active sports which are so natural to childhood, and which it would be so difficult, even if desirable, for the absent teacher entirely to repress or control. The mischief that so extensively befalls our school-rooms occurs chiefly during the periods of license before school commences and between the two sessions.

9. In schools designed for both boys and girls—and we earnestly advocate their joint education—it is of essential importance that all the personal accommodations for the sexes, as ante-rooms, clothes'-rooms, and retiring-rooms, should be *entirely separate*. There are reasons for this stronger than are presented in the extract from Mr. LEACH'S Report, on page 164. The various rooms for the same sex should be connected together *under cover*, so that they may be accessible to both teacher and scholars without exposure to storms or observation, and without plowing through snow-drifts. There should be no free access to any of these from the street or an open yard. They should be studiously complete in their provisions, and carefully arranged, so that they shall not be liable to become offensive, and that there shall be no temptation, on the one hand, to commit improprieties, or on the other, to violate the laws of health. Physicians inform us that the last consideration has a seriousness and an extent of which few persons, out of of the profession, are aware. Except as these rules are observed, it

will be very difficult, if not impossible, for the teacher to maintain entire control over all the school premises and preserve them from abuse, to break up bad habits which now extensively prevail, to give consistency to school influences, and to secure that absolute neatness, comfort, propriety, and delicacy, which should characterize the school no less than the home. It must never be forgotten that scenes and surroundings, especially those of daily resort, have to all, and most of all to the young, a voiceless language, by which they convey lessons of wisdom or folly, of virtue or vice, no less than books and living teachers. What, we are constrained to ask, are the silent but deeply imprinted lessons that many of our school-houses have been teaching, generation after generation?

Such, without going into minute detail, are some of the most important principles and rules of School Architecture. And now, we beg the privilege of appealing to School Committees, Building Committees, Teachers, Parents, and Citizens generally. Will you not give to these matters that candid and careful consideration which their far-reaching influence demands? "When it is considered," says Mr. MANN, in his first Report as Secretary of the Board of Education, "that more than five-sixths of all the children in the State spend a considerable portion of the most impressible period of their lives in our school-houses, the general condition of those buildings and their influences upon the young stand forth, at once, as topics of prominence and magnitude. The construction of school-houses connects itself closely with the love of study, with proficiency, health, anatomical formation, and length of life. These are great interests, and therefore suggest great duties. It is believed that, in some important particulars, their structure can be improved without the slightest additional expense; and that, in other respects, a small advance in cost would be returned a thousand-fold in the improvement of those habits, tastes, and sentiments of our children, which are so soon to be developed into public manners, institutions, and laws, and to become unchangeable history."

Massachusetts Teacher.

THE CROOKED TREE.—A child, when asked why a certain tree grew crooked, replied, "Some body trod on it, I suppose, when it was a little fellow." How painfully suggestive is that answer. How many, with aching hearts, can remember the days of their childhood, when they were the victims of indiscreet repression rather than the happy subjects of some kind direction and culture. The effects of such misguided discipline have been apparent in their history and character, and by no process of human devising can the wrong be now rectified. The grand error in their education consisted in a system of rigid restraints, without corresponding efforts to develop, cultivate, and train in a right direction.

Selected.

BOARDING ROUND.

BY J. D. F.

How brief is life! how passing brief!
How brief its joys and cares;
It seems to be in league with 'Time',
And leaves us unawares;
But ever in its pathway mixed
Bright spots and dark abound,
And of each kind I had a bit
When I went 'boarding round'.

At sixteen, with valiant heart,
The task I did commence,
'To teach young ideas how to shoot'
The germs of common sense;
Ah, yes! a mighty task was that,
But very soon I found
That it was not a simple one,
To go a 'boarding round'.

The times were diff'rent then than now,
The folks were diff'rent, too;
The 'master's' path with honors bright
Quite thickly they did strew;
And questions grave, and problems deep,
That did their brains confound,
They always would be sure to keep
Till he came 'boarding round'.

Fathers did talk of politics,
Or church affairs propose,
And if my views were not like theirs,
A warm dispute arose;
And some 'old prozers', sly and wise,
Did often times propound
Questions that sorely puzzled me,
When I went 'boarding round'.

The mothers talked of rude young girls,
Of sermons, books, and boys,
But always tried their best to add
Unto my earthly joys;
For did I catch the slightest cold,
Or hoarse my voice should sound,
I got a dose of catnip tea (!)
When I was 'boarding round'.

The girls did talk of every thing—
Of parties, rides, and calls;
Of presents and the holidays,
Of beaux and Christmas balls;

Some grave, some gay and mischievous,
 (These last I wished were drowned
 For sticking pins into my bed),
 When I came 'boarding round'.

Long winter evenings then were passed
 With laughing, jesting, joy;
 Nor did good apples, cider, nuts,
 The least that fun destroy:
 Or if a singing school was near,
 We'd go, and I'll be bound
 I've often sung 'till I was hoarse,
 When I went 'boarding round'.

The dinner basket, every noon,
 My willing hand did greet,
 And scarcely ever failed to bring
 Me some thing good to eat:
 Mince-pies were full of raisins then,
 Dough-nuts were large and round;
 Alas! such cakes I have not had
 Since I quit 'boarding round'.

But now those pleasant days are gone,
 Life's sunny spring time's past;
 The boys I taught have, one by one,
 Into the world been cast:
 My locks are growing thin and gray,
 I'll soon be under ground,
 Then I'll forget, and not till then,
 About the 'boarding round'.

SCHOOL GOVERNMENT.

[THIS is the commencement of a series of articles on 'School Government' from a man of large experience and almost unexampled success in the department of which he treats.]

AN ungoverned school is worse than useless. Yet, school government should never be the direct aim of the teacher. It can not be secured either by legal or moral suasion, or by both combined, if indirect means are not employed. Success in school-keeping depends upon an hundred and one little things, which are too often overlooked by the master. He, of necessity, begins to govern his school when first he begins to form acquaintances in the district, and his success or failure will depend upon every act of his life, in the family, in the school-room, and by the way. The idea of school government, then, would be better

expressed by school management. A well-managed school will govern itself. Its machinery is self-adjusting. Every thing depends upon careful organization and judicious management.

The skillful teacher will, therefore, on opening his school, devote much attention to its organization. He will attend to no other business until his school has become an organized body and has been vitalized by the spirit of order and regularity. To this end, attention will first be given to seating the pupils. Each one must have a constant seat and one adapted to his peculiarities and position in the school. The object to be gained is order and system in the school. The idle and troublesome pupil must be separated from others of his kind, and all must be so situated that the necessary movements in school will occasion as little confusion as possible.

CLASSIFICATION must next occupy the teacher's attention. As few classes as possible should be formed, that the teacher may have leisure to give thorough instruction. The members of each class must be adapted not only to each other but to the branches of study selected. With uniformity of books and attainments, they should be brought together and inspired with new zeal and earnestness in the work of discipline and the pursuit of knowledge. A definite time should be assigned to each recitation and exercise of school; and on this time-table should be marked 'study hours, recitation, recreation', each in its order. Special care should be taken to attend, at stated times, to the irregularities necessary in every school-room. A recess of fifteen minutes should be given to the pupils to breathe the open air. Occasional recesses of two minutes should also be allowed for whispering and leaving seats. Pupils *will* whisper, and often annoy the teacher by questions for permission to move about the school-room. If stated times are allowed for such irregularities, there will be no apology for repetitions.

The next thing in order in the management of a school is to secure the confidence of the pupils and parents. I allude to this, also, as a means of school government. Without such confidence no school can be properly governed. To secure this end, therefore, is a matter of the first importance to the teacher; but no one except the genuine teacher has this power. And he is nature's nobleman who can stand upon the throne of his little empire and sway the sceptre, sustained by the love and confidence of his subjects. The true teacher is born such, as really as the true poet. It requires more talent to manage well a district school than to govern a State. The school-master, therefore, occupies no mean position; he needs numerous and rare qualifications. With these his influence and power are unbounded.

If these remarks prove acceptable, my next article will answer the question, How shall the teacher gain the confidence of the pupils and patrons?

ORTHOGRAPHIC REFORM.

BY J. B. NEWCOME.

NOTHING is more self-evident than that words should be spelled by the letters which represent their sounds.

The English language contains about forty elemental sounds, the alphabet but twenty-six letters to represent them. Hence, for want of sufficient letters, *a* has *six* sounds, as in *ape*, *arm*, *all*, *many*, *what*, and *at*. *O* has *seven* sounds, as in *old*, *lose*, *on*, *nor*, *women*, *son*, and *wolf*. Most of the other letters have two or more sounds. But this is not all, nor the worst, as each of the elemental sounds is represented by different combinations of letters. The long sound of *o* is represented by *o* in *old*, *eo* in *yeoman*, *ew* in *sew*, *ho* in *ghost*, *oa* in *oar*, *oe* in *foe*, *o'e* in *o'er*, *og* in *cologne*, *oh* in *oh*, *ol* in *folks*, *oo* in *door*, *ôt* in *dépôt*, *ou* in *four*, *ow* in *flow*, *aut* in *hautboy*, *eau* in *beau*, *owe* in *owe*, *eaux* in *Bordeaux*, and *ough* in *though*—eighteen different combinations in all! The sound of *o* in *lose* is represented in *seventeen* ways; *o* in *wolf*, *four*; *o* in *on*, *seven*; *o* in *women*, *fifteen*; *o* in *nor*, *twelve*; *o* in *son*, *twenty-seven* ways! Most of the other letters have two or more sounds, and their sounds, in turn, are represented by different combinations of letters. There is not a single sound in the language that has one uniform representative, and of its seventy-five thousand words, not seventy, or, one in a thousand, are pronounced as spelled, that is, if we take the first or *name*-sound of each letter as indicating its power. The pronunciation of words furnishes no clue to their orthography, and from the orthography alone no one can determine the pronunciation. We who are engaged in teaching well know how great the labor and skill required to interest youth in what in most cases is so repugnant, so contrary to what their common sense teaches them; and how few ever become good spellers! Is it any wonder that there are so many poor spellers? Is it not more surprising that the arbitrary orthography of so many words can be remembered? Who can estimate the amount of time wasted, yes, *worse* than wasted, in acquiring the art of reading—the key to the storehouse of knowledge? Who is there that does not remember the tribulations of his youth over the tedious columns of his spelling-book, and who that is not at times mortified by failure to spell words? But these are the least of the evils that result from our wretched 'orthography'. It operates as an embargo on education in all thinly populated districts, and gives near forty thousand (native) adults in our State who are unable to read or write. But, for all this ignorance, these anomalies, incongruities, self-contradictions and attending difficulties there is a remedy. It consists in spelling words as they are pronounced. This can not be done with our present alphabet, as it does not contain a sufficient number of letter. A phonetic alphabet

has been formed, which contains as many letters as there are sounds in the language; *each* letter represents but *one* sound and no more, and *each* sound is represented by *one* letter and no more. Hence in reading all that is required is to learn to recognize each one of the letters used, and to give them their *names* (which are the same as the sounds they represent) in the order in which they stand upon the page. It is so simple that a child or an adult foreigner, having once mastered the alphabet, has no greater difficulty in pronouncing any word that may be presented, though it be for the first time, than in giving the name of a well-known friend from seeing his faithfully-daguerreotyped likeness.

In devising letters to be used, all has been done that could be to make the new print correspond as near as possible with the old, so that the transitions from one to the other can be readily made; and it has been found that persons who read the common print with readiness, in from fifteen to twenty minutes read the new print. The letters b, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, and z are used to represent those *consonant* sounds for which they most usually stand in our common print, and a few new letters have been invented for a part of the remaining sounds. The sounds of the other letters are denoted by the *italics* in the words below them. They should be thoroughly examined before attempting to read the specimens of phonetic printing which follow.

Ɛɛ	Eɛ	Ɔa	Aa	ʰAq	Θə	Ɔo	Ɔo	Ɔo	Ii	Ee	Aa	Ɔa	Oo
<i>eel</i>	<i>earl</i>	<i>ale</i>	<i>air</i>	<i>arm</i>	<i>all</i>	<i>old</i>	<i>ooze</i>	<i>it</i>	<i>end</i>	<i>at</i>	<i>ask</i>	<i>on</i>	
Uu	Uu	Ɔi	Ɔo	Ɔr	Uu	Ɔg	Ht	Ɔd	Σj	Ɔz	Uy		
<i>up</i>	<i>full</i>	<i>ice</i>	<i>oil</i>	<i>our</i>	<i>dupe</i>	<i>each</i>	<i>bath</i>	<i>the</i>	<i>she</i>	<i>vision</i>	<i>sing</i>		

The following words are in both the Common and Phonetic orthography.

ought	ot	virtuals	vitlz	Poughkeepsie	Pokipsi
phlegm	flem	bought	bet	Natchitoches	Nakituf
eight	at	wrought	ret	Schuylkill	Skolkil
though	Ɔo	knowledge	nolej	Greenwich	Griniij
hiccough	hikup	severnigh	senit	Chihuahua	Ɔewqwa
phthysic	tizik	Vaghan	Von	Youghiogeny	Yohogani

*'Never giv up, for de wjzest iz boldest,
 Noin dat Providens minglz de kup:
 And ov el maksimz de best, az de oldest,
 Iz de tru wogwurd, Never giv up!
 Never giv up,—'tiz de sekret ov glori,
 Nutij so wjz kan filosofi preg;
 Riik on de namz dat qr famus in stori,—
 'Never giv up, iz de lesen da teg.'*

"It (de Fonetik Alfabet) enablz de pupil tu red Fonetikali in wun-tent ov de tjm ordinarili empled, and tu red de komon tjp in wun-fort ov de tjm nesasari akordij tu de yuzual mod ov instruksjon, and ledz tu de korekt pronusiasjon ov everi wurd."—Masaguzets Senat Report.

"De gildren yw egzibeted had sertinli mad wunderful profisensi, and wer, in several ov de esensalz ov gud enunsiasjon and redij, yez in advans ov most gildren tet in de old wa. I hav leq belevd dat so dezjrabl an agevment wud be realizd."—Heras Man.

By the phonetic system children are not only easily and pleasantly instructed in reading, but they acquire a clear, precise and finished enunciation, which heretofore has been grievously overlooked. The phonetic scheme, moreover, presents the easiest and speediest means of acquiring the ability to read the common print. It has been demonstrated again and again, in private teaching, and in classes of children and adults, that at least one half of the time and labor devoted to the acquirement of reading by the ordinary print may be saved by commencing with the phonetic.

This system has received the warm and hearty approbation of men of large attainments, and high in the confidence of the public; such men as GEO. B. EMMERSON, Esquire, Doctor JOHN C. WARREN, FRANCIS BOWEN, Judge PHILLIPS, OLIVER WENDELL HOLMES, all members of the American Academy of Arts and Sciences; also of HORACE MANN, ED. N. KIRK, AMASA WALKER, CHAS. SUMNER, and a great number of practical teachers who have made use of it in their schools. Reports in the highest degree favorable to the system have been made by committees of several learned societies and Teachers' Institutes; space will not allow their insertion here.

A great variety of works in the new orthography have been published, among which are a large Dictionary (816 octavo pages), Testament, Biographies, School and Miscellaneous books, etc. Several Periodicals are devoted exclusively to the reform, and it is rapidly progressing.

Fellow teachers, and friends of education generally, please examine the subject.

ANOTHER VIEW OF PHONOGRAPHY.

BY R. C. TRENCH.

AND having these convictions in regard of the advantage of following up words to their sources, of 'deriving' them, that is, of tracing each little rill to the river from which it first was drawn, let me here observe, as some thing not remote from our subject, but, on the contrary, directly bearing upon it, that I can conceive no method of so effectually defacing and barbarizing our English tongue, no scheme that would go so far to empty it, practically at least and for us, of all the hoarded wit, wisdom, imagination, and history which it contains, to cut the vital nerve which connects its present with the past, as the introduction of the scheme of 'phonetic spelling', which some have lately been zealously advocating among us; the principle of which is that all words should be spelled according as they are sounded, that the writing should be, in every case, subordinated to the speaking.

The tacit assumption that it ought so to be is the pervading error running through the whole system. But there is no necessity that it should; every word, on the contrary, has *two* existences, as a spoken word and a written; and you have no right to sacrifice one of these, or even to subordinate it wholly, to the other. A word exists as truly for the eye as for the ear, and in a higher advanced state of society, where reading is almost as universal as speaking, as much perhaps for the first as for the last. That in the *written* word, moreover, is the permanence and continuity of language and of learning, and that the connection is most intimate of a true orthography with all this, is affirmed in our words 'letters', 'literature', 'unlimited', even as in other languages by words entirely corresponding to these.

The gains consequent on the introduction of such a change as is proposed would be insignificantly small, while the losses would be enormously great. The gains would be the saving of a certain amount of labor in the learning to spell; an amount of labor, however, absurdly exaggerated by the promoters of the scheme. This labor, whatever it is, would be in great part saved, as the pronunciation would at once put in possession of the spelling; if, indeed, spelling or orthography could then be said to exist. But even this insignificant gain would not long remain, seeing that pronunciation is itself continually altering; custom is lord here for better or for worse; and a multitude of words are now pronounced in a different manner from that of a hundred years ago, so that, ere very long, there would again be a chasm between the spelling and pronunciation of words;—unless, indeed, the former were to vary, as I do not see well how it could consistently refuse to do, with each variation of the latter, reproducing each one of its barbarous or capricious alterations; which thus, it must be remembered, would be changes not in the pronunciation only, but in the word itself, for the word would only exist as a pronounced word, the written being a mere shadow of this. When these had multiplied a little, and they would indeed multiply exceedingly so soon as the barrier against them which now exists was removed, what the language would ere long become it is not easy to guess.

This fact, however, though alone sufficient to show how little the scheme of phonetic spelling would remove even those inconveniences which it proposes to remedy, is only the smallest objection to it. The far deeper and more serious one is, that in innumerable instances it would obliterate altogether those clear marks of birth and parentage which, if not all, yet so many of our words bear now upon their very fronts, or are ready, upon a very slight interrogation, to declare to us. Words have now an ancestry; and the ancestry of words, as of men, is often a very noble part of them, making them capable of great things, because those from whom they are descended have done great things before them; but this would deface their 'scutcheon, and bring back all to the same ignoble level. Words are now a nation grouped into tribes and families, some smaller, some larger; this change would go far to reduce them to a promiscuous and barbarous horde. Now they are often translucent with their idea, as an alabaster vase is

lighted up by a lamp placed within it; in how many cases would this inner light be then quenched. They have now a body and a soul, and the soul looking through the body; oftentimes then but the body, not seldom nothing but the carcase, of the word would remain. But these objections were urged long ago by BACON, who characterizes this so-called reformation, 'that writing should be consonant to speaking', as 'a branch of unprofitable subtlety'; and especially urges that thereby 'the derivations of words, especially from foreign languages, are utterly defaced and extinguished.'

From the results of various approximations to phonetic spelling, which from time to time have been made, and the losses which have thereon ensued, we may guess what the loss would be were the system fully carried out. When 'fancy' was spelt 'phantsy', as by SYLVESTER in his translations of DU BARTAS, and by the other scholar-like writers of that time, no one could then doubt of its connection, or rather its original identity, with 'phantasy', as no Greek scholar could miss its relation with *phantasia*. Of those sufficiently acquainted with Latin, it would be curious to know how many have seen 'silva' in 'savage', since it has been so written, and not 'salvage', as of old? or have been reminded of the hindrances to a civilized state of existence which the indomitable forest, more perhaps than any other obstacle, presents. Spell 'analyse' as I have some times seen it, and as phonetically it ought to be, 'analyze', and the tap-root of the word is cut. What number of readers will recognize in it then the image of dissolving and resolving aught into its elements, and use it with a more or less conscious reference to this? It may be urged that few do so even now among those who employ the word. The more need they should not be fewer; for these few do in fact retain the word in its place, prevent it from gradually drifting from it, preserve its vitality not merely for themselves, but also for the others that have not this knowledge. In phonetic spelling is in fact the proposal that the educated should voluntarily place themselves in the conditions and under the disadvantages of the ignorant and uneducated, instead of seeking to elevate these last to theirs.*

* The same attempt to introduce phonetic spelling, or 'phonography' as it is there called, has been several times made, once in the sixteenth century, and again some twenty years ago, in France. Let us see by one or two examples what would be the results there. Here is the word 'temps'; from which the phonographists omit the *p* as superfluous. What is the consequence? at once its visible connection with the Latin 'tempus', with the Spanish 'tiempo', with the Italian 'tempo', with its own 'temporel' and 'temporaire', is broken, and for many effaced. Or again, here are 'poids' a weight, 'poix' pitch, 'pois' peas. I do not suppose the Frenchman who spoke his own language the best, could mark in pronunciation the distinction between these; and thus to the ear there may be confusion between them, but to the eye there is none; not to say that the *d* in 'poids' puts it for us at once in relation with 'pondus', the *x* in 'poix' with 'pix', the *s* in 'pois' with the low Latin 'pisum'. In each case the letter which these improvers of orthography would dismiss as useless and worse than useless, contains the secret of the word.

WE'RE GETTING ALONG.

BY CHARLES G. LELAND.

- "We are getting along—we're getting along!"
 Loud rattles the train as it darts away,
 Loud answers the steamboat across the bay,
 Loud rustles the ship built for 'steamer time',
 While the factory looms and bell keep chime:
 'We are getting along, we are getting along!'
- "We are getting along—we're getting along!"
 So the telegraph wires vibrate in the breeze,
 Harping a tune to the song of the trees,
 And the rushing river is singing it still
 With the heaving, clattering water-mill:
 'We are getting along—we're getting along!'
- "We're getting along—we're getting along!"
 So the steam-press sings, as from it are whirled
 The flying leaves to a reading world,
 And the leaves as they flutter o'er sea and land
 Still sing, as they flit from hand to hand,
 'We are getting along—we're getting along!'
- "We are getting along—we're getting along!"
 All over the green world broad and wide,
 By the foaming river or mountain side,
 Where in word or in deed a *thought* hath been,
 Or a spirit immortal from God is seen;
 And while word and spirit their life prolong
 We hear the wondrous and endless song:
 'We are getting along—we are getting along!'"

Selected.

PROPOSED AMENDMENTS TO THE SCHOOL LAW.

SECTIONS 13 and 14 are only altered so as to conform to counties which have adopted the township organization.

Section 19 is amended by striking out so much of the section as refers to a county convention.

Section 35 is amended so as to require the trustees to lay off districts to suit the convenience and wishes of a majority of the inhabitants of their township, and to authorize districts to be formed out of parts of

two or more townships or fractional townships. When a new district is formed from one or more districts, it is made the duty of the trustees to make division of the tax funds on hand, or to be collected, in proportion to the amount collected from each district.

Section 36 is amended so as to provide that such a portion of the funds as a majority of the board of directors in the township may by petition ask for shall be set apart for the support of summer schools. It is also provided that taxes or other funds belonging to any district shall be paid on the order of the directors. If the amount apportioned on the schedules from any district is more than sufficient to pay the sum due to any teacher, the balance is to be kept for the benefit of the district. Under this provision each district will receive its share of the school funds in proportion to the number of days' attendance of scholars and will be liable to pay the debts incurred by the district.

Section 37 authorizes, by the consent of the interested districts, scholars to be transferred from one district to another, and provides an equitable mode for the support of schools composed of parts of two or more districts, whether in the same or different townships. By agreement of as many schools as may desire to have a high or union school, such a school as may be established and placed under the control of directors, to be styled 'Directors of the Union School', upon which board are conferred all the powers granted to district directors.

Section 41 invests the trustees with the title of school-houses and school-house sites, and provides for their sale when necessary, and directs that the funds shall be held subject to the order of the directors of the district.

Section 44 is changed so as to provide for the annual election of directors, and makes it their duty to give the notice of the election, provides for filling vacancies, and the appointment of a clerk, whose duty it is to keep a record of the proceedings of the directors. It is also provided that no person shall hold both office of director and trustee, and that no trustee or director shall be interested in contracts let by the board of which he is a member. The change to annual elections and the restrictive clauses in this section will in a great measure prevent the directors from locating school-houses and levying taxes against the wishes of the inhabitants of the district. As the taxes are to be levied on or before the first of July, and the election takes place in October, the people of the district will have an opportunity of electing directors who will discharge their duties so as to promote the best interests of the district. The check is that taxes assessed by any board of trustees may be expended under the direction of those elected after the levy.

Section 45 is only changed so as in express terms to make the board of directors a body corporate, and to make each district liable for the balance due teachers after receiving its full share of the township and State funds.

Section 49 is amended so as to provide that if the directors will certify that they can not procure a teacher competent to teach the branches required by law, the commissioner may issue a certificate

of qualification to teach such branches as the directors may specify, which certificate shall be valid only in said district, and for one year.

Section 50 is amended so as not to require any schedule of the books.

Section 51; there is no change in this section except to strike out Saturday and insert Monday.

Sections 52 and 53; the board of education is stricken out and the trustees substituted.

Sections 65 and 66 describe with more particularity the funds which may be exclusively applied to the payment of teachers, and direct that all other district funds shall be applied and expended under the order of the district to which such funds belong, and the proviso of section 66, and the remainder of the section, after the proviso, is omitted; the same provision being substantially incorporated in section 50.

Section 67 is amended so as to repeal so much of the section as requires the two-mill tax to be paid into the state treasury, or to be apportioned among the counties.

Section 69 as amended provides that the interest due on the college, school and seminary fund shall be apportioned, as under the law of 1849, among the counties in proportion to the number of children in each county under twenty years of age.

Section 70 is amended so as to provide that if a township shall contain more than one district the township tax funds shall all be applied to the payment of teachers, unless by approval of each board of directors in the township.

Section 71 gives the power to the directors to levy a tax for the purpose of paying the balance due teachers after the State and township funds are exhausted.

Section 72 directs that the taxes levied under it shall be collected by the persons authorized to collect the State and county taxes, and also provides that the two-mill tax collected from the property in each township shall be paid to the township treasurer. By this change each township will not only derive the benefit of its own taxes, but there will be a saving to the school funds of a large amount, which is now paid to the collectors and others before it is distributed. It will also obviate the great delay in the apportionment by the auditor, occasioned by the neglect of the county clerks to make their returns of the assessments of property by the counties. The apportionment can not be made until all the returns are received, nor can the amount to be apportioned be ascertained until it is known what will be the delinquency in each county. If townships neglect to return names of the resident tax-payers, the collector is required to pay the taxes collected from such persons to the school-commissioner, to be apportioned by him as the State funds are apportioned.

Under this system all the schools in the township may be under the control of one board of directors, whose duty it would be to provide schools for the education of all children in the township; or there may be as many districts organized as may be necessary to suit the convenience and wishes of the inhabitants of the township.

The township and district taxes are to be collected by the collector of county taxes :

1. Because the collector, while collecting State and county taxes, can afford to charge less.

2. The proceedings for enforcing the payment are more apt to be regular.

3. It would be very inconvenient to collect in any other manner the taxes from non-residents.

4. If the per centum allowed for the collection of taxes is too high, the county court or board of supervisors may reduce it.

N. W. EDWARDS, State Superintendent.

SUPERINTENDENT OF SCHOOLS.

PEOPLE generally believe, and truly, that a teacher of common schools has a difficult and responsible duty to perform; that dangers seen and unseen beset his path; that parents who imagine their own offspring always right and all other children wrong are watching him; and that whether he enters in the morning or comes out at night, critics and fault-finders stand ready to publish his imperfections and proclaim his missteps.

All these things and more may be true of the teacher; but we opine that, compared with a City Superintendent, the burdens of the former are as nothing. We have known one man against whom no charges of non or of mal-feasance could be substantiated, either during or subsequent to his term of office, annually reelected for five consecutive years; and yet he was obliged to hold the office as a garrison holds a beleaguered city, and finally to surrender at discretion and resign his place upon some plausible pretext, but really in consequence of an outside pressure greater than he could bear. We have known a man elected to fill the balance of a term of a few months' duration by a union of friends of minority candidates, and then the very men who caused such a result turn round and battle him for the brief period of his official term, as if he were a mortal personal and political enemy, and next vote him out of office remorselessly at the earliest possible opportunity. We have known a man in a neighboring city, who, as a teacher, was considered talented and respectable, yet as a superintendent found (according to report) to be both a fool and a drunkard. We have known a man who, in a New England city, received eighteen hundred dollars a year as principal of a school, resign his place and take the superintendency of schools in a western city at fifteen hundred dollars; and ere two years had passed in his new vocation

he has been arraigned on charges both of incompetency and dishonesty; and although nothing but malice gave rise to the proceedings, he resigned his place in disgust. And yet, notwithstanding the difficulties and annoyances that surround the office, we have seen men contend for it with the most pertinacious zeal, willing to surrender permanent places and equally lucrative private employments, to serve their country in this unhappy capacity.

It requires very rare qualifications to fill the office of school superintendent successfully, and the few who do possess them can generally command equal or better salaries in much more stable and less annoying employments. Nevertheless, it is an all-important office in the economy of school management, and ought to be filled by men of the highest integrity. It ought never to be made a political question, as it some times is, and then awarded as payment for services to some ward brawler, or pot-house political pauper. Nothing sooner brings the whole school system into contempt, and produces results disastrous to the best interests of the community.

Rural New-Yorker.

TEACHING GEOGRAPHY.—NUMBER II.

BY RICHARD EDWARDS.

I think a course of study on Geography can best be commenced by an examination of the school-room floor, or some other small extent of surface with which the pupils are familiar. The length and breadth of such surface must be measured by the children, not in imagination or by proxy, but actually, with some instrument and according to some standard. The exercise should be made real, so that the pupil may see what it is to measure. Any of the ordinary standards of measurement, as a foot, a yard, rod, etc., and even the child's own pace, may be employed; but the standard having been once established, the measurement should be made as accurately as possible. Even when a distance is to be measured by stepping, the steps should be taken with great care, and as high a degree of accuracy as the method is capable of should be secured. Indeed, in all educational processes accuracy is of the utmost importance, for these reasons, among others—that the habit of being accurate can only be acquired by constant practice; and that reliance upon his own results can be felt by the pupil only when he is conscious of having been accurate in his processes—and knowledge which can not be relied on is but a slight remove from no knowledge at all.

After measuring the sides of the room, let it be proposed to make on the blackboard a picture or representation of the floor. A colloquy somewhat like the following may arise between the teacher and pupils:

Teacher [having stated what he proposes to do].—What do we wish to do?

Pupils.—We wish to make on the board a picture of the floor.

T.—But, it seems to me, the board is smaller than the floor; and if so how can we make a picture of the floor on the board?

P.—We must make it smaller than the floor really is.

T.—How are pictures usually? Have you ever seen pictures in any of your books?

P.—We have.

T.—Pictures of what? [Let the pupils answer as they are prepared to do.]

T.—Is the picture of a horse usually as large as the horse himself?

P.—It is not.

T.—Is each part of the picture smaller than the corresponding part of the horse?

P.—It is.

T.—Are the parts placed in the picture as they are on the animal, or are they placed differently; that is, must the ears, etc., in the picture be placed in the same situation with regard to other parts as they are in the animal, or may the ears in the picture be where the feet are on the horse?

P.—The parts must be in their proper places in the picture.

T.—You say the picture is smaller than the animal; are the feet in the picture smaller than they are on the horse?

P.—They are.

T.—Are the ears?

P.—They are.

T.—Is the head smaller in the picture than the horse's head?

P.—It is.

T.—Now supposing that one of the ears in the picture is one-fourth as long as the horse's ear to which it corresponds, then the head and the legs and the feet and the body in the picture must be each one-fourth as long as the same part really is on the horse; and each part must also appear one-fourth as wide as it really is. By remembering this we shall be better able to make our picture of the floor. Suppose I wish to make a mark to represent one edge of the floor next the wall, what sort of a mark must it be?

P.—We don't know.

T.—Is the edge of the floor straight, or crooked?

P.—Straight.

T.—Then what sort of a mark shall I make to represent it?

P.—A straight mark.

T.—How long did you say the house is? [Let the number of feet, or of whatever other unit has been taken as a standard, be given by the pupils.]

T.—I make a mark or straight line with the chalk, and consider it as standing for the first edge of the floor. Who of you has seen the sun rise? [Such as have seen the sun rise raise the right hand.]

T.—You may point to the place where you have seen it rise. [Children point.]

T.—Does it always rise in the same place? [Various answers may be given, but none should be received except such as are based upon the observation of the child.]

T.—The sun always rises in nearly the same place, but not exactly. In the month of June, in the summer, it rises in this direction [pointing], and in December in this direction; but in spring and autumn it rises about midway between these points. And now we call the direction in which the sun rises in the spring and autumn East. Now, suppose you want to see the sun at noon, can you do so by looking through any of the windows of this room? [Let the pupils answer.]

T.—Can you see the sun at noon by looking through the windows on all sides of the house?

P.—No; we can not.

T.—Through the windows of which side does the sun shine at noon? [Pupils point to the side of the house.]

T.—That side of the house [if there be one] at which the sun shines directly in at noon is called the South side. You have also noticed that the sun sets, or goes out of sight, in a point opposite from the place where it rises; and the direction of that point from us is called West. Again, the direction opposite to South is called North. Now you may point to the East; to the South; to the West; to the North. Suppose you stand with your face toward the East, looking at the great, round, red sun as it rises in the morning, which way will your back be turned?

P.—To the West.

T.—Your right hand?

P.—To the South.

T.—Your left hand?

P.—To the North.

T.—What did we make this line, or mark, on the board for?

P.—We made it to stand for one edge of the floor.

T.—Now you are prepared to tell me which edge of the floor it is. In what direction would I be going if I walk from the middle of the floor toward that edge or side of it which we have represented by the mark on the board? [Let the pupils answer according to the fact. Suppose it is the south side—]

T.—Let us next make a mark, or draw a line, to represent the east end of the floor. You see that the east end and the south side of the floor meet in a corner, and hence the lines we make on the board to represent them must also meet. At what part of the line marked on the board must the other one meet it? [Pupils point out the end at which the second mark must meet the first.]

T.—I will then begin to make the mark for the east end here [that is, at the point indicated by the pupils]. In what direction shall I draw the chalk? [Pupils indicate the direction.]

T.—How long shall this line be made? [Perhaps no answer.]

T.—How long is the east end of the room?

P.—Twenty feet [suppose]; but you can not make your mark so long.

T.—How long was the south side?

P.—Forty feet [suppose].

T.—And how long did I make the mark for it on the board?

P.—Two feet [suppose].

T.—Then the side of the house is how many times as long as the line I made?

P.—Twenty times.

T.—And the length of the mark is what part of the length of the side?

P.—One-twentieth.

T.—You remember you told me that the length of the horse's ear in the picture must be the same part of the length of the real ear that the length of the head is of the real head. According to that, what part of the length of the east side ought the mark to be made when the mark for the south side is one-twentieth the length of that side? [The pupil will now be able to see a reason for making the line of a certain length. The same result may be reached in another way, viz:] What part of the length of the south side is the length of the east end?

P.—One-half.

T.—But the mark for the south side is two feet long; what part of that ought the mark for the east end to be?

P.—One-half, or one foot.

The other two sides, if the room is rectangular, may be easily represented. When this has been accomplished, the next point is to locate the different objects on the floor, which may be introduced in some such way as the following:

T. [standing before the school and looking upon the room filled with desks]—I am thinking of one of these desks: can you tell me which it is?

P.—We can not tell.

T.—How can I make you to know which it is? [Various expedients will be suggested—such as, “You can tell us”, “You can point to the desk you mean”, etc.]

T.—Yes; I might tell you in various ways, but I wish you to know this particular desk by its position; I do not wish you to know it by my telling you how it looks or who sits at it, but simply by my telling you where it is. Can there be two desks in precisely the same place?

P.—No; that is not possible.

T.—Very well; then if I tell you exactly where the one I am thinking of stands, you would know which it is. What shall I say about it in order to show you exactly where it is? [Many suggestions may be offered—such as, stating in what part of the room it is, or giving its distance from one of the walls. In all such cases it may be shown that the property mentioned belongs alike to several desks.]

T.—If I should tell you that this desk is three feet from one of the walls of the room, would you then know which was meant?

P.—We could not, because there are several at the same distance from that wall.

T.—It might happen that only one was at the distance of three feet from the wall, and then you might find it without knowing more; but it would take a great deal of measuring to find out that no other desk is three feet from the wall, so that even then it would be a very clumsy way. But suppose I tell you how far the desk I am thinking of is from the south side of the room and also from the east end; suppose it is three feet from the side and six feet from the end, do you think you could find it? [The pupils should have time to experiment upon this by measuring the distances.]

T.—Are there more desks than one that are three feet from the side and six feet from the end? [Here, again, time should be given, and care should be taken that every pupil answers the question from his own observation and from what he learns by measuring.]

In this way the pupil should note the position of every desk, seat, or other object, in the room, or at least of a sufficient number of them to make himself perfectly familiar with the principle by which objects are located. Different pupils might have different desks assigned to them; and the teacher should test the accuracy of their work by measuring upon the board and comparing the distances marked with the real distances upon the floor.

When the pupil has had sufficient practice in mapping the floor of the school-room to give him a clear idea of the principle just mentioned, the field of operation ought to be enlarged. A tract of land should be taken and dealt with in a similar manner. Here, however, it would be better to alter slightly the mode of measurement. Instead of beginning to measure from the sides, as we did in the case of the house-floor, we might run two lines through the middle of the field, one in an east-west and the other in a south-north direction, crossing each other at right angles, of course, and measure from these. By this arrangement a new element will be introduced to the pupil's notice—that of the direction of his measurement. It will not be sufficient to say that an object is situated at a given distance from one of these lines; we must also know on which side of the line it is. The same principles should be constantly kept in view here as in the previous exercise. Every object of interest should be accurately located on the map from measurements made in the field. Another thing that must not be neglected here is the careful examination and accurate description of all the principal objects located upon our map.

The advantages proposed to be derived from a training such as we have indicated are, mainly, the following:

1. Every thing will become a reality with the pupils; the words which they use will be representatives of things and will always suggest these things to their minds.

2. Correct ideas will be acquired of the nature of lines. It is not too much to say that without some such expedient this, with ordinary pupils, is by no means an easy thing to do.

3. The habit will be acquired of considering marks on any map as mere representatives for objects and scenes in nature—a habit which certain methods of teaching this subject seem admirably calculated to destroy, even where it exists. To form such a habit I take to be peculiarly the business of the teacher of geography. The teacher can do comparatively little in the way of imparting information to his pupils in this science; the field is too large and the school-time is too brief to allow him to traverse any great extent of it in their company. But he can aid them in forming the habit of looking behind the words of a book or the lines of a map to the realities for which these are only arbitrary signs. He can aid them in forming in their minds accurate pictures of the scenes described or mentioned in their books or represented on their maps. He can help them to see the majestic mountain, in his mind's eye, as distinctly as if he stood at its base; or to have as lively a conception of the lake or the prairie as if they were in very deed spread out at his feet.

4. By such practice the pupil will be prepared to understand the use of latitude and longitude, and to perceive the fitness of that method of showing the location of places.

WHAT CONSTITUTES A MAN'S VALUE?

BY SENEX.

EVERY child born within the limits of the State of Illinois has a claim upon the world for a living, and a living he will have by some means or other; but whether that child will earn a living and be a blessing to the community or hang as a dead weight on the prosperity of those about him depends almost entirely on the provisions made for his intellectual and moral training. Millions of dollars are annually invested by our citizens in railroads and canals, by which, as we all think, the public good is promoted. But our school system is as important as our system of internal improvement, and as intimately connected with the value of property and our permanent national welfare. Many are too ignorant to appreciate the value of education. Go to the untutored savage and offer him gratuitously the means of educating his children, and he will not even thank you for doing it. The more ignorant a community the less they value intellectual and moral improvement. Not merely the well-being of the rising generation but our own welfare and peace of mind is involved in the subject. If there be any real good, any substantial wealth, if any thing of an earthly nature will render a man comfortable and happy in the decline of life, it is the intellectual and moral worth of his children

Let me ask, what is the value of a man, or what is a man worth? It depends on circumstances. An able-bodied colored man at the South would fetch from eight to twelve hundred dollars; a woman thirty years old would fetch from six to nine hundred dollars; whether black or white, able-bodied men fit for nothing but to split rails and hoe corn are worth about a thousand dollars, and would bring that in market if offered for sale.

Yet, many years ago I saw a colored woman in St. Louis sold for four thousand dollars. Ah, how was that? what constituted her value? she was plain-looking, some forty years old, and so far a cripple as to render it impossible for her to perform any great amount of manual labor, and what rendered her worth four thousand dollars? At the period of which I am speaking, she had the charge and oversight of a large boarding-house, in which I was living at the time. Her master intrusted her with any amount of money; attended by under-servants, she went abroad to the markets and stores, and made all necessary purchases, and saw that every thing was kept in order; in a word, she was honest and capable, and this rendered her valuable. And the proprietor of a large city hotel purchased her for four thousand dollars that she might take the charge and oversight of his large establishment, and manage it advantageously. It was not her limbs and muscles, but the qualities of her heart and head, which he purchased at so great a price. He knew what he was about, congratulated himself on having made the contract, feeling that he had got his money's worth and more too.

We read of a colored man in one the southern States, who succeeded in constructing a bridge over a river where it was greatly needed, and where it was, at that time, supposed that a bridge could not be erected; and as a reward for his ingenuity the State purchased his freedom, paying his master twenty thousand dollars, which was deemed a fair compensation; and the question returns, What is a man worth? What is such a man as FULTON worth? If he had not invented the steamboat, Illinois at this time would have been almost a wilderness, and land in this part of our country would not have been worth more than twenty-five cents per acre, and corn six and a fourth cents per bushel.

What was General WASHINGTON worth to these United States, or General WASHINGTON's mother, who exerted such an influence in the formation of his character?

It has been said that Colonel BENTON's daughter married somewhat against his wishes, but subsequently he became better acquainted with Mr. FREMONT his son-in-law, and was perfectly reconciled to the match. Now if the proposal was to be made that there should be a change, and that in the place of Colonel FREMONT he (BENTON) was to accept of a low-lived ignoramus for a son-in-law, how many thousands or millions of dollars, think ye, in his estimation, would have to be thrown in to render it an equivalent or a fair exchange. On the death of certain individuals the community feels, or the nation feels, as if it had met with a great loss. And what is a man worth? or, to present the question in a form more practical and in which you may be more in-

terested, What are your children to be worth? It is true, they are never to be sold, yet what will they be worth to you, to their friends and to the community? It depends on circumstances, and it is for you to say how much they are to be worth.

Farmers are usually fond of good stock, and occasionally at a great expense they import new varieties from abroad. Every one knows that by extra care and attention an inferior animal can be much improved and rendered valuable when three years old, and they look well to the profits. But, by some strange fatuity, many forget or entirely overlook the circumstance that by bestowing extra attention on the intellectual and moral culture of their children they can easily enhance their value from eight hundred to five or ten thousand dollars. And, what is more, we are responsible for their well-being in time and for eternity. If injured by our neglect, they will bring down our gray hairs with sorrow to the grave; but if cared for and possessed of intellectual and moral worth, they will be to us a rich inheritance, the stay and staff of our declining years; and as we make our bed so we must lie.

SPRING HAS COME.

BY ARTHUR A. CLOYES.

THE wintry snows have fled from hill and highland,
 From valley and from lea;
 Thy blue waves dance on rocky shore and island,
 O dark and solemn sea.

The buds are bursting on the waving willows,
 The swallow skims the plain,
 The sea-bird soars above the bounding billows
 Of the far-flashing main.

Beside the road the violet is springing,
 Soft sweeps the southern breeze;
 The blue-bird's note at morn is gayly ringing
 From out the apple trees.

Their coronals of green, upon the mountains,
 The ancient woodlands don;
 Again toward the sea the sparkling fountains
 Are gayly dashing on.

A thousand forms of life to light are winging
 Upon the gentle blast;
 Oh! may there come to all fond dreams upspringing
 No dark iconoclast!

Fair Spring! thy gentle gales should bring no sadness,
 No midnight cloud of woe,
 To me thou bringest that swift dream of gladness
 That lit the long ago

HITS AT THE TIMES.

BY ALVAH.

PERSONS REPRESENTED.

Esquire JONES, *a Magistrate.*
 HIGHHEAD, *a Collegian rustivating.*
 HAWKEYE, *a Yankee.*
 PASSIONATE, *a young Southerner.*
 WILDFIRE, *an Abolitionist.*

COOKE, *an Office-Seeker.*
 RHYMER, *a Poetaster.*
 LOCKLEY, *a Maine-Law man.*
 DAVIS, *a Spiritual Rapper.*
 SMITH, *an Attendant.*

SCENE—*Esquire Jones's Office.* JONES, WILDFIRE, and PASSIONATE.

Wild.—I repeat it, gentlemen, the system of American slavery is the very essence of all tyranny, cruelty and impurity. No language can depict the horrible guilt of those who do not lift up their voices against this great national curse and sin.

Pas.—And I am bold to say that the abolitionists are a set of half-crazy, half-mad fanatics, ranting about a system of which they are profoundly ignorant, and with which they have no more right to concern themselves than the occupants of pandemonium have with honest christians. You, sir, may well reserve your declamations for the ears of those who know as little of slavery as yourself.

Wild.—Not so fast. I am as thoroughly acquainted with that inhuman and diabolical system as though I had seen its blood-chilling enormities with my own eyes. You can not disguise the awful and revolting features of slavery. They stare all christendom in the face, and I will never hold my peace whenever an opportunity presents itself to utter my abhorrence of this complication of human villainies, this wide-spread moral pestilence which is torturing the bodies and shriveling up the souls of three million American citizens.

Pas.—You're an impudent, meddling puppy, sir, interfering with our domestic institutions, and by your inflammatory speeches and publications kindling a fire that will, ere long, eat up our glorious Union and make the slaves' condition really hopeless and pitiable. If you were to come among us, we would soon find a way to cool your ardor, and teach you that our feelings and interests and rights are not to be outraged with impunity.

Jones.—Hold, friends; do not become so excited; be calm.

Wild.—Fie upon your calmness! The sound of the lash and the clanking of fetters are ringing in my ears, and here stands, in my sight, one for whose crimes language has no name sufficiently comprehensive and awful. A thief, he steals women and children; a robber, he robs men of their hands, their eyes, their souls; a tyrant, history blushes to mention him with NERO; a murderer, —

Pas.—Silence, villain! or I will tear your tongue from your mouth. Slander and misrepresentation are the common resort of turbulent spirits, but the blackest heart never fabricated a more malignant falsehood than that which you have just uttered.

Will.—I have told but half of the revolting truth.

Pas.—You have told none of the truth.

Jones.—Why this heat? Do you expect to convince each other by using such language or manifesting such a spirit as this? A subject so important as slavery, and one upon which it is manifestly so difficult to act safely and efficiently, requires uncommon candor and judgment in its discussion. Instead of working yourselves up to a very high pitch of excitement and then pouring out your indignation in burning words, you should endeavor, however deeply you may feel, to guard against every intemperate expression, and address each other in the language of sober reason and kindness.

Will.—I have no patience with slave-holders, or their abettors at the North. We have been calm long enough, and it is high time to speak in thunder tones to the North as well as the South.

Pas.—When were you calm? When have abolitionists addressed the South in the spirit of kindness? Never, sir, nor do we expect any thing but abuse from them.

[Enter HAWKEYE and HIGHHEAD.]

Hawk.—How are ye, JONES? Allow me to announce GEORGE WASHINGTON ANDREW JACKSON THOMAS JEFFERSON PLATO ARISTOPHANES HIGHHEAD and commend him to your acquaintance.

Jones.—Good evening, Mr. HIGHHEAD.

High.—Ah, I am excessively delighted at the delectable prospect of enjoying a few moments' confabulations with a gentleman of your reputed manifold and superlatively excellent philological and scientific attainments.

Jones.—When did you arrive in town, Mr. HIGHHEAD?

High.—A very timely and relevant interrogatory, Mr. JONES, and therefore it shall elicit a terse and laconic response. Having applied myself to the profound cogitations of legal science for numerous consecutive months, exhausted nature intimated the indispensableness of relaxation and refection; and, apprehending that peregrinations in the more rural and sparsely-populated districts approximating to Her Majesty's dominions would furnish irrecusable and paramount advantages to a gentleman of my temperament, I determined to rusticate in this longitude and latitude an undefined number of diurnal periods.

Hawk.—Jerusalem! what larning! JONES, hand me your dictionary. 'Inexcusable and catamont advantages'—what kind of things are they, I should like to know.

Jones.—You are a member of the legal profession, I understood.

High.—Precisely so. In the earlier portions of my juvenile existence I perpetrated multifarious argumentative orations, and was innately conscious of a gigantic predisposition to the intricate and labyrinthine profundities of municipal law. Nevertheless, until within a diminutive

number of years have my mental faculties been trained in the gymnasium of craniological and mesmeric science. Physiology, psychology, neurology and phrenology are sciences of which I am perfectly master, and to which most of my written concatenated lucubrations particularly relate.

Hawk.—Mercy on me! ‘concentrated puking rations’! why, I should think your head would split. ‘Cramology, skykology’—say, JONES, have n’t you got a Hindoo dictionary? It would be just the article for me.

Pas.—Will you favor us, Mr. HIGHHEAD, by examining this gentleman’s (WILDFIRE’S) skull? He will consent, I am sure, as he is a man of great philanthropy and judgment, and your account of him, therefore, can not fail of being favorable.

Jones.—Mr. WILDFIRE, will you let the gentleman examine your head?

Wild.—Are you an abolitionist, sir?

High.—My judgment preponderates perceptibly and demonstrably toward the indefeasible rights of man and the inalienable privileges of society at large.

Hawk.—Good! That’s plain. You’re a sterling abolitionist, and Friend WILDFIRE will not object to the examination.

Wild.—No; you may proceed. [*WILDFIRE seats himself, and HIGHHEAD examines.*]

High.—This gentleman has an intellectual development tantamount to that of the renowned and redoubtable alchemist and crusader GULIELMUS HIGHDELBORGEN; acquisitiveness, moderate; caution, prominent; causality, large; language, gigantic; reverence, full; combativeness and destructiveness, small.

Hawk.—Excellent! There is more in phrenology than I supposed.

High.—In short, gentlemen, the subject is a man of multitudinous superlative preëminences. Nevertheless, the social affections not being specially and prominently developed, although past their nascent period, he is too cautious and speculatively solicitous, altogether, for a reformer.

Hawk.—Hit him, to a charm. Now I want to be mesmerized; I feel dreadful sleepy, so you could n’t have a better subject.

High.—You may, then, locomote yourself or emigrate to the most retired portion of this edifice, near the perpendicular mural structure yonder. [*They retire to the ‘mural structure’, and HIGHHEAD manipulates, etc.*]

ACT II.

[*Enter RHYMER and COOKE.*]

Jones.—Do you get any news, Mr. COOKE?

Cooke.—Nothing special.

Jones.—Fine evening, Mr. RHYMER.

Rhy.—O yes; the moon is shining silver bright,
’Tis a most captivating night.

Wild.—You still do some thing for the Muses, I perceive.

Rhy.— Poetry is my life, my soul, my food;
I write it for the sake of doing good.

Pas.—Your motive is a very noble one; but I can not see how poetry is food. Do you reckon it animal, or vegetable?

Rhy.— Not either, friend,
I spoke in figures then;
It feeds my soul—
My palate craves a hen.

Pas.—I understand you; it is a mental luxury to write poems.

Rhy.— O, aye, I delight in this employment;
It is my highest mortal enjoyment.

Wild.—Have you written any thing on the horrors of slavery, as you engaged to a few days since?

Rhy.— I've struck the harp to notes of woe and fear,
And now, methinks, a nation's ear will hear.

Cooke.—By the way, Friend JONES, I have some idea of writing to President PIERCE for an appointment. It strikes me some of the offices ought to come this way, and I know of no one more at liberty to serve the public than myself. What say you to my project, will it succeed?

Jones.—There can be no harm in trying.

Cooke.—Just so. Well, I've put down a few words on paper, and would like your judgment upon them.

All.—Read! Read!

Cooke.—[reads.]

To His Excellency the venerable President PIERCE:

I have long been a warm admirer of your distinguished abilities and unequalled political sagacity. Your eminent course of public services, in which you have consumed the spring-time and summer of your existence, and which have endeared you to all democratic men, and secured for you the first place in the annals of our country and the gratitude of ages yet unborn, kindle in my breast feelings too big for utterance. The station you now fill—more exalted than any other on earth—received new dignity and importance from your own great name. What a glorious country! Every thing goes on smoothly since your election. The feds are used up; free trade works to a charm; crops are far better than under the last administration. We think we shall be able to manage black-republicanism—that is, if you should give us the honors and emoluments of office. This would help us wonderfully, and “would add another leaf to the chaplet of your fame,” as the poet says. It would make you unboundedly popular in these parts and secure our delegation in favor of your re nomination. Remember me to your interesting and excellent wife.

Your most obedient and humble servant, I. COOKE.

P.S. The friends here think I am the man to serve the people; and I can say, without boasting, that no one in this section is a more untrifled Nebraska Democrat than myself.

I. C.

What say you? Is it all right?

Jones.—It struck me there might be a slight incongruity in applying the epithet ‘venerable’ to so young a man as Mr. PIERCE. Am I right?

Cooke.—I think not. General PIERCE has been long in the service of his country, and is, I presume, fifty or sixty years old.

Jones.—I was not aware of his being so old, or of his having served the public so long as you intimate; but you are more familiar with these matters than I.

Pas.—Have you any acquaintance with Mrs. PIERCE?

Cooke.—None at all.

Pas.—Why, then, do you ask to be remembered to her?

Cooke.—Because the women have a great influence in these matters; and it is always best to notice them, and enlist them on one's side if possible.

Wild.—Mr. COOKE, I am amazed that a man of your sense and information can yet be found in the ranks of the Nebraska party—a party wedded to the foul system of slavery and guilty of the basest truckling to southern dictation—a party to which history furnishes no parallel.

Pas.—Be assured, young man, that the South asks nothing more than what is granted to her by the Constitution, and no party of honorable men will or can deny her that.

Cooke.—Well, I am satisfied; my letter is just the thing, without any correction whatever.

Rhy.— Do let me add a stanza thereto—
It's just to the purpose; now do let me, do.

Cooke.—Well, what is it?

Rhy.— Thus, dear Mr. PIERCE, you know my request;
Till you give me an answer I shall have no rest.
Oh grant my petition, and then you shall be
Doubly honored by my wife and me.

Jones.—These lines would add some thing to the letter, in my opinion.

Cooke.—It may be. Give me a copy, and I'll look at them again.
[Hands him a copy.]

Pas.—I believe we all, or nearly all, indorse Mr. COOKE, and I have, therefore, drawn up a petition to Mr. Secretary CAMPBELL, as follows:
To the Postmaster-General:

We, the undersigned, Nebraska Democrats, respectfully request you to appoint our distinguished fellow citizen ISAAC N. COOKE, Esquire, Postmaster of Wesley City.

I have affixed my name, and propose that you, gentlemen, do the same. [All sign but WILDFIRE.]

Jones.—Mr. WILDFIRE, will you subscribe to this petition?

Wild.—I am not a Nebraska Democrat.

Rhy.—Now I want to read you a scrap of my poetry.

The sun was set, the air was still,
And singing was the whippoorwill;
When the moon arose, so fair and clear,
And JANE let fall a pearly tear.
The stars were twinkling, too, that night,
And the winds were blowing with all their might;
But JANE was sighing for her dear —

Ah, why is he not already here?
 How strong are pure affection's strings!
 How deep the joys and woes she brings!
 More wakeful than the stars of night
 Is pure affection's constant light.
 Yes, green as grass and sweet as sap,
 It still endures, without a single nap,
 While life and breath and strength remain,
 Or blood runs gurgling through each vein.

Jones.—You have certainly caught the spirit of the times, Mr. RHYMER. Persevere, and you can not fail of success; for he is allowed to be the poet of any age who faithfully embodies all that is poetical in the spirit of his times. Indeed, your party is truly sapient.

Rhy.— O Muse, I love you more and more;
 My poetry never sounded half so well before.

[Enter LOCKLEY.]

Wild.—Well, Mr. LOCKLEY, how prospers the cause of temperance?

Lock.—Not so well as it should. There is an apathy creeping into the minds of the people that is truly alarming. Drunkenness, the greatest scourge that ever afflicted mankind, is left to do its work of destruction upon the character, body and soul, while men are building railroads, hospitals, and prisons, and striving in every way to enlarge their possessions and secure them from danger. Vain thought! while alcohol is suffered to madden the brain and harden the heart, crime and sorrow, want and desperation, will stalk through our land. It is time we were awake to the enormous evils of intemperance. War, pestilence and slavery deserve not to be mentioned in comparison with it. It engrosses within itself every species of evil, and its blighting curse is felt in all our borders.

Pas.—You do not object to a good social glass occasionally, I presume.

Lock.—Most certainly. There is death in the cup.

Jones.—I am surprised, Mr. LOCKLEY, to hear you talk so rashly; still, I am persuaded you had nothing to do with the Maine-Law conspiracy which was attempted to be foisted on us last fall.

Lock.—I had much to do with it, and shall have more. It will prove the salvation of our cause, and will yet become the law, the *Maine Law* of the land. Then will whisky-venders be sent howling back to their dens, or be driven to more christian occupations.

Pas.—Do you, then, advocate the destruction of property and the search of private dwellings?

Lock.—I advocate the checking the sale of intoxicating liquors and all other poisons—peaceably if we can, forcibly if we must; but check it, at all events.

[Enter SMITH and DAVIS.]

Smith.—Permit me to introduce my friend Mr. DAVIS, who has the remarkable faculty of tipping over tables, upsetting chairs, and sending the furniture generally dancing round the room.

Jones.—Good evening, Mr. DAVIS. [*DAVIS bows.*]

Smith.—I would further state that tables have been known to follow him around and out of rooms, down stairs, and even into the streets, and that chairs frequently do this, while he often produces most unaccountable rappings.

Jones.—It is said, Mr. DAVIS, that you can confer with the spirits of the departed, and can call them, at will, from their dark abodes. Will you be kind enough to show us how it is done?

Davis [*in a mysterious tone*].—If our spirits are attuned in harmony with theirs, we may hold converse with the invisible beings around us. But we must banish all harsh thoughts and actions from our circle, for the spirits are gentle and will only go into quiet company. These excited voices and flushed faces must become calm and peaceful. My friends, if you will now gather around this table we shall soon be able to show you some of the evidences of spiritual agency. [*They seat themselves about the table.*] Now place your hands on the table with a gentle pressure. The spirits communicate by raps. One rap signifies 'no'; two raps signify 'yes'; and three, 'doubtful'. Are there spirits in attendance? [*Two raps.*] Yes, the spirits are here and will do our bidding.

Lock.—Ask them whether there are distilleries in their country.

Davis.—Are there distilleries in the land of spirits? [*One rap.*]

Rhy.— Is there room in Paradise yet for a poet?

If there is, I should like to know it. [*Three raps.*]

Smith.—No, Mr. RHYMER, they are all full up there, so you can't get in.

Jones.—Will HIGHHEAD mesmerize HAWKEYE? [*No response.*]

Davis.—The spirits regard an answer as useless.

Cooke.—Shall I get the appointment of Postmaster at Wesley City? [*Two raps.*] Just as I told you. The ladies should always be remembered.

Wild.—Will Kansas be a free State? [*Three raps.*]

Pas.—Have abolitionists any business in Kansas? [*Two raps.*] The spirits are liars, and you are a humbug.

Davis.—These rough words have driven away the spirits, and I will also leave. [*He rises to go, and the table follows him. HIGHHEAD returns.*]

High.—By means of the appropriate and infallible manipulations, I have superinduced the somnolent god to exert his soporific energies upon my young friend, and am now prepared, in a judgmatical and magnificent method, to exhibit the Eleusinian mysteries of the monarchical mesmeric science. [*They go to wake HAWKEYE, and, having failed, return; whereupon HIGHHEAD proceeds to manipulate him into the office.*] You will now observe that as I approximate the ramusculi of the superior ramifications of my corporeal nature to the apex of this gentleman's cranium, just above the falciform process of the dura mater, where is located the organ of self-esteem, there will be exhibited indubitable manifestations of unusual sensitivity and activity in the afore-mentioned organ of self-esteem. [*Manipulates.*]

Pas.—Capital! See him strut. He feels nicely now.

High.—The organ of combativeness, adjacent to the auricular projections, will now be illustrated. [*After manipulations, HAWKEYE strikes fiercely till the counter manipulations.*] You may now observe that, as I elongate the prominent digital extremity of my dextral arm to the organ of language, located in immediate contiguity and posterior juxtaposition to the young man's luminiferous optics, he will thereupon wax exceedingly grandiloquent and loquacious. [*Manipulates.*]

Hawk.—"FELLER CITIZENS: Are such things to be did? I ask you in the name of the American Eagle, *who whipped the shaggy-headed Lion of Great Britain, an' now sits a-roostin' on the magnetic telegraph,* IF SUCH DOIN'S IS A-GOIN' TO BE CONGLOMERATED. I REPEAT IT TO YOU, IN THE NAME O' THAT GLORIOUS PEACOCK O' LIBERTY, *WHEN HE'S A-FLEWIN' O'ER THE CLOUD-CAPPED SUMMITS OF THE ROCKY MOUNTAINS,* [*counter manipulations*] if we 's goin' to be extemper"—

Wild.—How eloquent! and fast asleep, too! Surely, Mr. HIGH-HEAD, there must be some enchantment in the touch of your fingers.

High.—The organ of alimentiveness, prostrated between the optics and auricles, will now be manipulated. [*HAWKEYE shows signs of starvation; an apple being presented, he makes but one mouthful of it.*]

Pas.—He'd breed a famine in a short time. Do stop him, or he'll die of consumption. [*The manipulations being reversed, he spews out the apple in disgust.*]

High.—I will now excite time and tune, and, in connection therewith, reverence. [*Manipulates.*]

Hawk.—[*Sings.*] When I can read my title clear
To mansions in the skies,
I'll bid fare —

High.—I will now change reverence to mirthfulness.

Hawk.— Yankee Doodle, keep it up,
Yankee Doodle dandy — [*Excitement thrown off.*]

High.—I shall now illustrate most irrefragably the existence and nature of the organ of philoprogenitiveness, or love of children, and also, immediately thereafter, destructiveness. [*Manipulates.* HAWKEYE hugs a rag baby in his arms, kisses it in an ecstasy of fondness, and then, as destructiveness is excited, hurls it from him with spiteful violence. While HIGHHEAD makes the following speech, HAWKEYE contrives, with his finger on the end of his nose, to wink to the company unobserved by the speaker.]

High.—Thus, gentlemen, you have witnessed some of the wonderful sequences of this hyper-physical, psychological and ontological science. An incontestible demonstration has been given that a person may be cast into a state of profound and invulnerable somnolency, and that the volition and dephlogisticated or empyreal energies may be excited and directed according to the silently-expressed will of a second person. [*Wakens HAWKEYE.*]

Hawk. [*rubbing his eyes*]—Had a glorious nap. Been to Egypt and Italy by way of Saturn and the fixed stars! Now I wish you'd let me

feel of your attic story. What a glorious development of whiskers! and then such hair—the soil can't be thin, I'm sure. Do be seated. I'll take the bearings of your upper loft directly.

High.—Have a care not to disturb the radiating fibres of my occipital and sincipital rotundity.

Hawk.—Do n't be alarmed. My soul! what a bump of gabology! Why, if there is any thing in phrenology, your jaw should be hung on a swivel. But what's this sticking out a feet? O, strutativeness, sure as life. [*HIGHHEAD is restless.*] Keep still; I'll be through in a minute. This is a ponderiferous bump, as you would say, but conceitedness outdoes all the rest. Why, you're the biggest and the larnedest man in all creation, [*aside*] unless you're mistaken. [*HIGHHEAD uneasy.*] Keep still, I say. The bump of puffitiveness is as large as a green potato, but the organ of common sense is entirely wanting. You're a queer genius, that's a fact. Now here's the bump of understanding twenty degrees below zero, while choplogic is above the boiling point. [*HIGHHEAD rises and leaves indignantly.*] Well, go; I guess I've noticed every thing that's worth noticing, from the dickey upward. [*Curtain falls.*]

MR. EDITOR: The Executive Board of the Illinois State Agricultural Society, desiring to promote the cause of Education, and feeling assured that there is much room for improvement in the manner and style of our buildings erected for educational purposes, have, in their Premium List, offered the following premiums:

For best design of a Building and Furniture for a High School, Diploma and Twenty Dollars.

For second best design as above, a Medal.

For best design of a Building for a District School-House, cost not to exceed six hundred dollars, Diploma and Ten Dollars.

For second best ditto, a Medal.

It is unnecessary to do more than call the attention of those who are competent to the importance and necessity of devoting some attention to the architecture of our school-edifices, and to solicit from them the entry of designs for competition. If they think that the premiums are too small to justify them in devoting time to prepare some thing worthy of competition, we would say to them that the Agricultural Board made the premiums as large as their means would justify, having to depend upon their own resources, without any aid from our State Legislature. But the premiums offered, in connection with the notoriety it will give to the competitors in their business, we think, will more than amply repay them for the time they may devote. The competition is not confined to the architects of our State alone, but is open to all persons; all, therefore, who may feel inclined to do so are invited to send their designs for competition, and thus spend a little time as public benefactors, by aiding in providing the means for the comfort of the children of our country.

W. F. M. ARNY.

EDITOR'S TABLE.

PEORIA has now a system of graded schools. The stock-school buildings, recently erected for private schools, have been purchased by the city. In one of these is established a High School, in the other a Grammar School. We have now one High School, four Grammar Schools, four Primary Schools, and two Primary and Grammar Schools together—that is, two ungraded schools. From twelve to fifteen thousand dollars more will be expended during the summer in school-buildings, making an aggregate of twenty-five thousand dollars expended for school-buildings in 1855. Who says that Peoria is not trying to do her part? She has the finest location in the world, and means to have the finest schools.

SOMEHOW, our friends are determined to shove the *Teacher* right along. There seems to be a rivalry in doing good deeds for it and saying nice things about it. One veteran forwards us one hundred dollars, with directions where to send the hundred copies; another affirms, “THE *Teacher*, OUR *Illinois Teacher*, is a trifle ahead of all other youngsters of its age”; another sends us, with a long list of subscribers, the ensuing :

Resolved, That the teachers of Chicago heartily indorse the *Illinois Teacher*, and pledge their coöperation in sustaining its present excellent reputation and extending its circulation.—

while our friend BOWEN closes an excellent account of the Edgar County Institute with this slightly-significant item: “One word for the *Teacher*. It has friends here who have pockets and some thing in them.” It is pretty clear that the teachers of Illinois are determined to support their journal. If any, however, have not done their full duty towards it, we advise them to do it before they sleep. Do it for the honor of your calling, the credit of your State, the good of your fellow laborers, and the common weal. Ask your patrons to subscribe, subscribe yourselves, read, and circulate; then may you expect refreshing slumbers and success on the morrow.

WE have added eight pages to the usual number, but still are obliged to lay over a large amount of matter prepared for this issue.

ON a flying excursion through Fulton County, we arrived late in the afternoon of Saturday at Canton. The gentlemanly Commissioner called a meeting of teachers and citizens in the evening, at which the educational movements in the State were pretty fully discussed! The first speaker directed attention to the means and mode of perfecting an efficient system of free schools. He thought good teachers the MEANS, and Teachers' Institutes, Normal Schools, fair salaries and permanent employment the MODE of making them. Next to good teachers, competent Commissioners and Directors were essential. No system of schools can be expected to work well without careful supervision. To insure the faithful performance of his duties, the commissioner must be paid for his labor. He can not be expected to traverse his county, visit schools, and take an earnest, active interest in every school without spending his whole time; and if he does this, as he certainly should, he should have a fixed salary. County Commissioners should have a fixed salary of a thousand dollars a year.

The next speaker, Rev. Mr. MARSH, approved of the remarks already made — perceived he had been listening to a practical teacher — advocated graded schools — told some good anecdotes — did n't know but articles on education in the county papers might get into bad company, but thought they would do good if they did, and inquired why nothing of the kind had been published.

Mr. GRIFFITH, of the *Ledger*, replied that his paper was open to educational articles. He had published the proceedings of the recent County Institute — had even printed one address entire — was present now, not to speak, but to report. If the subject was not spread before the people the fault was not with the *Ledger*.

Rev. Mr. MINER thought Normal Schools the grand desideratum. The great want of the age is accomplished teachers. Their position is second only to the minister. On being questioned, he granted that the teacher held unequalled power. A teacher can mould, the minister amend and reform. He thought teachers should be the noblest specimens of men and women on earth,

Mr. HASKELL then read the statistics of the schools of Canton since the passage of the new school-law, which he stated were full twenty per cent. better than before. He also passed a flattering and deserved compliment upon the School-Directors. "They have visited", said he, "the schools under their care weekly since their appointment." We do not believe a parallel instance can be found in the State of Illinois. Is there another Board of District Directors who have visited the schools under their charge regularly every week since their appoint-

ment? If there is, just forward their names, and we will enroll them beside Rev. Mr. MARSH, Rev. Mr. MINER and Dr. ———. (I regret that that the last name has escaped me.) Mr. HASKELL eloquently advocated the employment of the same teachers in the summer as during the winter. It was the only way to secure permanent teachers. He then pledged his influence in favor of the *Teacher*, and the meeting adjourned.

It was gratifying to learn that Fulton County had a *live* man for a Commissioner of Schools. An earnest, competent School Commissioner is a host in himself, but he will not fight his battles alone. All good citizens and teachers will rally around him and the cause. This is the fix of our friend HASKELL, of Canton. His eyes have seen seventy-five teachers of Fulton County in council, and this institute was the first one held in the county. Another will be held in the Autumn.

WE beg a thousand pardons for omitting to mention our Decatur friends before. D. W.'s epistle has been in our sanctum for months, but, somehow, got mislaid. It seems the people of Decatur are pushing along; and if they do n't distance their neighbors in good school-houses and schools it will not be for the want of an effort—so says our correspondent, at least. Under date of February 25, he writes—

A few days since I visited Decatur, the county-seat of Macon, containing two thousand five hundred inhabitants. They are making arrangements to put up a large brick building next summer for the use of a graded school. J. H. REMSBERG and lady have charge of a flourishing Institute with one hundred and forty pupils, while the High School, one hundred and eighty students, is taught by Mr. COLEMAN, assisted by his wife and Miss ELA. There is also a Female Seminary under the care of Miss A. A. POWERS, and a school taught by Miss GALESPIE. These teachers, with others, have lately formed a County Teachers' Institute, and passed resolutions unanimously recommending the County Court to authorize the Commissioner to subscribe for a copy of the *Teacher* for each district in the county of Macon.

His account of Urbana is not quite so flattering:

The citizens seem to be slumbering here with regard to their best friends, the common schools. As yet, I am informed, they have not availed themselves of any portion of the proceeds of the school-fund. Reverend I. MILLER, assisted by R. F. MILLER and Miss M. E. SMITH, has charge of a Seminary in this place. He was formerly of Kentucky, and was the founder of several flourishing schools in that State. The oldest teacher here is Mr. SIM. Miss S. E. LEGAR has a school of females numbering about thirty-five.

READ the article on 'School Architecture'.

STATE SUPERINTENDENT.—It was understood, some months since, that our present excellent Superintendent would decline a reelection. The State Teachers' Institute accordingly expressed a preference for N. BATEMAN or W. H. POWELL as his successor. It is generally supposed that Mr. POWELL will receive the nomination of the Republicans, Mr. BATEMAN having declined. We shall then have W. H. POWELL, candidate of the Teachers' Institute, and indorsed by the Republicans; J. H. ST. MATTHEW, candidate of the Democrats; and EZRA JENKINS, candidate of the Americans. So it seems we are to solve a problem in trigonometry this time.

SCHOOL GALA DAY.—The little folks of Marshall county have determined to celebrate the thirty-first of May. We suppose frolic and song, if not 'bonfires and illuminations', are in the programme. We mean to accept 'the invitation' and be there to see. A similar gathering is announced to take place at Chillicothe the day before. Guess our friend CLARK is behind the curtain there.

BARNARD'S *Journal of Education* for May is a splendid thing. We had prepared a full notice of this wonderfully-comprehensive publication some months since, but it was crowded out and mislaid. We hope soon to furnish our readers with a more complete notice than we now have room for.

It is proposed to hold a teachers' meeting, for social and recognitory purposes, on the occasion of the State Fair at Alton. It is presumed that our brethren in Alton will attend to this matter and bespeak a place of rendezvous.

FROM numerous inquiries, we learn that our readers examine the advertisements. They will find in this number an advertisement of the *Teacher*, followed by 'Notices of the Press', which they may wish to see.

ROLL OF HONOR.—We commence, this month, our promised Teachers' Directory. We expect to be able to devote more space to it hereafter. Of course, no names are inserted but those of subscribers.

A good school-house reputation is worth a thousand dollars to any young man about to engage in other pursuits, and some of my readers may have to turn over a new leaf to secure the benefit. c.

TEACHERS' DIRECTORY.

Cook County.

D. S. Wentworth, Chicago.	P. Bass, Chicago.
C. A. Dupee, “	H. O. Snow, “
T. W. Bruce, “	Miss A. M. Manning, “

Warren County.

Margaret Gambol, Monmouth.	J. A. McCallon, Monmouth.
E. B. Whitman, “	Miss H. E. Walker, “
E. A. Corwin, “	Rhody S. Giddings, Cameron.
David Laird, “	Henrietta Gifford, “
George Norcross, “	E. J. Mitchell, Denny.

Sangamon County.

J. F. Brooks, Springfield.	Miss J. E. Chapin, Springfield.
A. W. Estabrook, “	Miss J. Hyde.

Whitesides County.

C. S. Deming, Lyndon.	J. M. Hagey, Sterling.
M. R. Kelly, “	Emily McClave, “
Miss E. D. Newhall, “	John Phinney, Union Grove.
C. B. Smith, Sterling.	Miss L. Young, “

McHenry County.

Lewis Disbro, Alden.	Mary L. Morton, Elysium.
Joshua Knickerbocker, “	Christina Hartlet, Woodstock.
Elizabeth Waggoner, Crystal Lake.	Alma Simmons, Ringwood.

Monroe County.

Batchelor Hussey, Harrisonville.	John J. More, Eagle Cliffs.
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Kane County.

O. C. Blackmer, St. Charles.	L. D. Glazebrook, St. Charles.
Kate C. Smith, “	J. B. Newcomb, Elgin.
J. W. Butler, “	C. M. Cole, Batavia.
J. E. Burhans, “	William Hanson, Udina.

Jo Daviess County.

Mrs. Martha Gates, Warren.	B. M. Munn, Galena.
Miss H. A. Gould, “	E. H. Johnston, “
Miss H. M. Tisdell, “	G. N. Curtis, “
George W. Pepoon, “	S. C. Hays, “
Charles Orvis, “	— Woodrough, “
Charles Cole, “	Catherine Gallaher, “
Miss Rosette Tear, “	George W. Kendall, “
Miss Louisa Wilkinson, “	Mrs. D. S. Harris, “
Miss Ellen M. Hamblin, “	John McHugh, “
Miss Mary Abbey, “	L. S. Townsend, Rush.
F. A. Tisdell, “	William Gayetty, Hanover.
A. G. Markham, “	L. V. Rose, “
N. Woodsworth, “	Miss L. May, “
Miss E. Cleavenger, Hanover.	

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No. 6.

EXTRACTS FROM AN ADDRESS.

BY W. H. POWELL.

[WE make the following extracts from an Address recently delivered before the Lee and Whitesides County Teachers' Institutes by W. H. POWELL, Esq., of Peoria.]

A government, then, to be firm, must not only be flexible, but the constituent elements of which it is composed must be intelligent; to be permanent in its substantial sovereignty, must be progressive in its incidents. It must adapt itself easily, and without violence, to the pressure of the times, yielding to the advancement of public opinion, and never opposing rigid and inflexible rules to those grand movements of public sentiment which are inseparable from the life and activity of a free state.

The neglect of this principle on the part of the British Government is one of the principal reasons which first led our Pilgrim Fathers to seek an asylum in this western world, where they might not only enjoy unmolested their religious convictions, but where they might train up their young to an intelligent comprehension and a manly defense of the everlasting and immutable principles of human justice and brotherly love. They provided, as they supposed, fully and practically against the recurrence of that mistake which had proved so fatal to the prosperity and integrity of the British Empire. Though they saw but little of the gigantic growth and expansion which our country has already experienced, and still less of that which awaits it, they knew that with added years must come new necessities; that changes would unavoidably occur in the relation of class interests; that the spirit of the people would share all the modifications of their numbers, their condition, and their culture; and that due provision must be made for all

these influences—that free play must be given to all these incessant changes, these alternate expansions and contractions of the vital force of our political society.

To meet this necessity, our ancestors no sooner reared to heaven the humble spire of the church than they built its scarcely less effective and ennobling coadjutor, the school-house; so that, whenever the free spirit of the people should outgrow the forms and limitations which the early experiences and limited hopes of the Republic prescribed, it might easily, and by a natural process, keep pace with that advancement, and adapt itself readily to the changed necessities and larger sentiments of its riper years.

Liberty in France, before the first Revolution, groaned, like ENCELADUS under Etna, beneath the weight of heartless corruption ennobled by rank, sanctified by a venal church, and backed, because shared, by royal power; and when it moved at all under its gigantic load, it was no wonder that the whole frame-work of civil society seemed toppling to its fall. The ascendancy of NAPOLEON was, and is, only the ascendancy of the military class, aided by social necessities, and allied with national tastes and popular aspirations. Under the House of Orleans the trading classes of France established a supremacy no less marked, and scarcely less ruinous to the national liberties, and still more degrading to the national character.

The question as to how a republic is to be established was settled, and wisely settled, by our ancestors. They acted their part in the great drama well, and set forth to the world a noble example of what intelligence and union in a common cause can do. Nor is this all they did. They distinctly laid down the principles for which we are this day contending. They taught us by their words of wisdom, as by their noble example every where set forth in the early establishment of those institutions of learning which are now, like so many central suns, shedding forth their benignant rays, that intelligence and virtue were the price of liberty. They bequeathed to us and to posterity more than a knowledge of the principles upon which our government is founded—more than their noble examples of self-sacrifice and elevation and purity of character. Standing upon the threshold of our national being, about to launch for the last time upon the stormy sea of human strife the frail bark of liberty, freighted with all the dearest hopes of the race, with what anxious solicitude must they have severed its moorings and watched, as, amid the supplicating prayers of millions, it slowly floated from the shore of despotism, and calmly and steadfastly took its way toward the land of eternal freedom, the isles of the blest. But they have sent us upon no aimless or chartless voyage. The principles upon which our government is founded are no more distinctly laid down than are the conditions upon which it is to be maintained and perpetuated.

Our ancestors wisely foresaw that, to be free indeed, the teeming millions which were to inhabit this great inheritance must think and act for themselves; that knowledge, like the innumerable streams which every where course their gladsome way on to the ocean, giving

life and joy and gladness as they go, must permeate the remotest corner of the republic, and its benignant rays shed a halo of light alike around the pathway of the peasant and the prince.

Having secured the present and wisely provided for the future, what resplendent visions of future greatness were disclosed to their admiring and anxious gaze, as the angel of their genius unveiled in high apocalypse the events and changes and achievements of their posterity. They saw their population of only two millions shooting up in a single generation to twenty-five, and their commerce increased from six millions to two hundred millions every year; they saw their new flag, born of their strife that day, waving its folds in every sea; they saw continents conquered, states created, boundaries enlarged on every side; they saw wealth, industry, happiness, education, religion—all the concomitants of liberty regulated by law—spring up in the footsteps of their invasion, whether it led peacefully into the wilderness or by the armed hand over plains and cities subdued by republican power; they saw their population increase till it should not only 'overtop the Apalachian Mountains' and fill with industry and energy the broad plains which stretch to the Mississippi, which we now inhabit, but cross that majestic stream, powerless to retard its march, burst the gold-ribbed gates of the Rocky Mountains, establish an empire on the Pacific coast, and stretch its omnipotent hand across the broadest but friendliest of seas to the uncounted millions of Asia, who have heretofore defied the invading efforts of European civilization and braved alike the cannon and the cross. We live to realize that prophetic vision; we need not invoke fancy nor stimulate invention to render its glories palpable to our sight and our touch. It lies at our feet,

"And the rude swain
Treads daily on it with his clouted shoon."

It is in such an age, amid such responsibilities, charged with the destiny of such an empire, accountable to God and the race for the direction we give to such energies, that we are called to live and to act. Well should we look to the nature of the task we have to perform. We are yearly laying the foundations of new and mighty states, to be bound to us by bonds of affection, by links of trade, by common names, common interests and a common freedom, and not by the iron chains of force or the inflexible restraints of legal enactment.

I know that such sentiments, however true, are meaningless and senseless to a large majority of mankind, even in this day and age of the world. But, faithful teachers, be not discouraged because there are many who pass you by on the other side, and, having worn out a payless and thankless life, you seem to go down to a forgotten grave, 'unwept and unsung'. It may be that, in the hurry and confusion of the early settlement of a new continent upon a new and heretofore untried basis, in an age, too, justly designated 'The Reign of Materialism', certain fundamental principles and primary means which operate to effect certain ends, as well as those who import those principles and use those means, will be overlooked. But if there is one principle in the theory

of our government more clearly laid down than all others, or one precept more earnestly inculcated by those from whom we inherited this fair domain than any other, it is that the intelligence of the people must be the hope of the Republic, and that the highest duty we owe posterity is to educate those who are so soon to follow us. The day is coming—nay, it now is, in large portions of our common country—when, in the language of the wisest of Grecian philosophers, 'To be a Teacher is more than to be a King.' The day is not far distant when the nation shall put on its weeds of woe as well when some great light in the teachers' profession shall go out as when its statesmen die, or its 'warriors have fought their last battle'. Virtue and truth are indeed imperishable, but history has shown that ignorance and crime are also inseparable, and that if we would have the tree of liberty, planted by our ancestors, and under whose ample and grateful shade twenty-five millions of happy people now repose, continue to extend its lengthening shadow and fasten deeper and stronger its mighty roots, until it can successfully withstand alike the swelling tide of popular passion and demoniacal frenzy which lash its base and the wild on-rushing of storms from without, we must take heed that the persevering nurture of spring suns and winter blasts, sap-giving summer nights and dripping autumn rains, when no eye can mark its gradual growth or increasing strength, are not withheld.

Said the dying French patriot, LAFAYETTE, in his last admonition to a distinguished statesman of the country in whose terrible struggle for liberty he had borne so conspicuous a part, "Take care of your Childhood, and your Manhood will take care of itself."

Go forth, then, faithful teacher, armed with the spirit of your high calling. More glorious are victories won in such a war than all that martial ardor has ever laid at the conqueror's feet. The time may come, in the lapse of ages, when the human race shall have more nearly approached that millennium so long prophesied, when the warrior who has covered a hundred battle-fields with the bones of his fellow-man, and to perpetuate whose name the nation has erected monuments heaven-high, will be forgotten, or only remembered as the scourge of his race, and his monument stand a lasting memento of the folly of human strife. But who shall say that advancing years will not add new lustre and more endearing memories to the fame of the faithful teacher? The names of PAIGE, MANN, BARNARD, and a host of other great lights in the teachers' ranks, will be remembered and sacredly cherished by Americans when the fame of our greatest heroes has faded and gone out in the dim lapse of years. Summon the living, to-day, who hold these men's names in grateful remembrance, to testify, and how many millions of human voices from one end of the land to the other would go up in one long, loud, welcome response. Valley would answer valley, and mountain-top mountain-top, until the whole land should be filled with one wild tumult of answering echoes. The laurels that will droop as they shadow their tombs with monumental glory will be cultivated by the tears of ages; and, embalmed in the heart of an admiring world, the temple erected to their memory will be more glorious than the pyramids, and

as eternal as their own imperishable virtues ! Nor need we go outside our own State to find illustrious examples of men who have consecrated their lives to the great work of teaching, and who are weaving chaplets of more than earthly splendor with which to crown their brows. Yes, thank heaven, we have our WRIGHT, BATEMAN, HOVEY, and a host of others, whose whole souls are enlisted in the great work to which they are devoting the best energies of their lives. Others may sing peans to the conquests of power and the supremacy of might over right, but, if my life is spared beyond theirs, let me weep at the tomb of these faithful teachers, who wield a mightier power than was ever held by potentate or king, and the 'circles of whose influence will widen as they roll onward down the stream of life, till the sound of the last ripples breaking upon the shore of time shall go singing through eternity.'

STATE SUPERVISION OF SCHOOLS.

I said in my last article we needed 'a State Superintendent and four assistants, coördinate in labor, and almost in authority.' Let us see what work these gentlemen would have to do, and then we shall be able to judge whether a smaller number would suffice; but let us not forget, in our consideration of the subject, that what is worth doing at all ought to be done now. Much time is lost by delay, and all parts of the State have an equal claim upon the work.

There seems to be, all over the State, a lamentable lack of specific information relating to the duties of the school-officers of our system. This is partly owing to the fact that the system itself has hardly been thoroughly digested and matured, and therefore needs continual alterations and amendments to adapt it to various localities and circumstances. It is also partly to be attributed to the constant changes that have taken place in the officers, so that it is quite rare to find any trustee, director or commissioner who has been willing, or been allowed to occupy the post long enough to become familiar with its duties, and to make his experience available either to his coördinates or to those to whom he must report. These changes are likely to occur from ordinary causes, but more frequently from the miserable influence of partisanship, which is so apt to disturb all elections, and prevent or rotate from office those whose good influence might be felt, and thus disturb the choice of proper officers so as to materially threaten and impair the interests of the schools. These trustees and directors, on whatever ground appointed, find their duties perplexing and their responsibilities oppressive without being able to look for or expect the sympathies of their constituents, or their support. They eagerly seek for advice and information from any one whom they know to be professionally trained as an educator, and

thoroughly versed in all those matters of policy on which questions arise in the management of school affairs. They feel the need of consulting with one who has had a large experience both as teacher and member of school-board of direction, who has carefully studied all the laws that have been passed, and the decisions of the courts in relation to schools, and who has also visited the best and the poorest schools of the State to ascertain their methods of government and instruction. Now send to them a deputy or assistant Superintendent thus qualified and aiming, and they are supported and encouraged and instructed. They feel at once that the State is on their side, and that however they may be left by their immediate constituents to bring order out of confusion, and often light out of darkness, now they are helped by one who knows how to help and who comes for that very purpose. He joins them in their deliberations and helps them in their work. The policy which the township has adopted, or the trustees, or the directors, or the county commissioners, the pecuniary means provided for maintaining schools, the mode of procuring teachers, the division and gradation of schools and teachers, the condition of the houses, furniture and apparatus, the manner of superintending and inspecting schools, all pass under review, and with great advantage to all concerned. Many can bear testimony to the eagerness with which information is constantly sought on all these topics, and to the faithfulness with which that information is transferred. If the general state of things is good, improvements in detail are pointed out, and the successful practice of others referred to. If, as is too often the case, there is felt to be too great an inefficiency in the operation of schools, arising from the want of knowledge in the management of them, the advantages and disadvantages of position and circumstances are fully discussed — plans laid out, and aid rendered, if necessary, in beginning to act upon them.

The most common error is that of acting without plan. The number of schools needed, the number, age, and attainments of pupils proper to each, the peculiar qualifications of teachers required for the respective schools, and a proper arrangement of these, are all matters of the highest moment, and yet they are almost entirely overlooked, and schools are allowed to proceed in the customary way, and take care of themselves, without any inquiry as to the adaptedness of the general system to the end in view. A single hour's conversation with a sensible board of directors or trustees is enough to convince them that a better arrangement is desirable and practicable, and to put them in a proper way to carry it into effect. But the history and circumstances of the district or town must be known to the adviser before he will be able to devise a plan to help them. One Superintendent to the many thousand school-districts of the State would be altogether ineffective. Again, it very often happens that trustees proceed to district their township and directors to build their school-houses without a clear comprehension of what is needed. School-houses of the same form and dimensions (7×9) are built not far from each other, where less than half the number, suitably placed, would be far better. So many school-houses and in such close proximity are needlessly expensive and prevent a proper classification

of schools, and thus bind the township, for a whole generation, to a defective and useless system of instruction. No one who is acquainted with the extent to which the injudicious erection of school-houses is carried, can fail to perceive the great public utility of an office established for the express purpose of carrying all the improvements connected with school-house building and location to every portion of the State, and especially to those contemplating any change or new establishment. The evil is a growing one, rapidly growing, and needs more rapid counter-action than one superintendent can do in the hundred counties of the State.

Another object most worthy of attention now is the improvement of the instruction given in the schools. Every one knows how difficult, nay, impossible, it is to gather the teachers in town or county organizations; they will not come to them, for various reasons. Young teachers are but indifferently versed in the art of teaching—thousands of them have never opened a book on the subject, and never will if left to themselves; older teachers have more or less knowledge of the theory of teaching, but have not yet learned to apply that knowledge with skill to the circumstances of their schools. Now if they will not come to the instruction the instruction must be taken to them. The Superintendent, then, must go to the school for the express purpose of rendering the aid which they need; and it is only by seeing the teacher in his own school that a perfect adaptation of the assistance can be made. He can see model teaching in the regular course of the lessons of the day. Let the Superintendent go with all the teachers, or a portion of them, and the directors and trustees, from one school to another for five days in succession, and take charge of each school, and show, as far as he can, a more excellent way, and what great good would be effected, and what warm and earnest thanks he would receive from all teachers and pupils and officers. One such course of visitation would infallibly bring all those teachers into the County Institute, where a more extended course of instruction would be given; and teachers will never be brought under these influences except in some such way.

Now how are they to be reached? By agents of the State Association—one agent to five thousand teachers, and the expense borne by a very few who need the saving influence least, because already awake to its necessity? By the State, with its one superintendent in his office at Springfield, writing circulars and dealing in generalities? or by such an efficiency largely multiplied and extended? The experiment has been made, and the results are so certain and eminent as to warrant two conclusions—the work can be done in no other way, and it can be prosecuted indefinitely with great advantage, and every attempt to supply the demand for such work only increases it.

R.S.D.

SCHOOL GOVERNMENT.—NUMBER II.

IF the teacher would gain the confidence of his pupils and their parents, he must first deserve it. None can read character with more accuracy than children and youth. They may not understand the teacher's principles and notions, but they will form just views of the *man*. If, therefore, he is false, his pupils will find him out and distrust him. The teacher should cherish no principles and indulge in no habits which he would not see engrafted upon the character of those committed to his charge. He must be a true man if he would gain confidence and respect.

To be more definite, the teacher must be frank and truthful in all his intercourse with pupils and parents. In the organization and management of his school, he should pursue an open and straight-forward course; be ready always to make known and explain his views and to listen to the views of his employers. Not by any means to be dictated to and controlled by them, but to manifest his frankness, a quality which always commands respect. This same frankness would lead him to express his views on all proper occasions upon any subject that would naturally come up in his intercourse with the families of his district. The teacher should never shun an honest expression of his opinions for fear of losing confidence. I do not mean that he should allow himself to enter into angry disputes with his employers, or manifest in the least degree a disposition to interfere with their opinions. Common sense, which every true teacher is supposed to have, would save him from such blindness.

The idea of frankness suggests another desirable characteristic in the teacher, namely, *manly independence*. Nothing is better calculated to secure confidence. No man can gain the respect and confidence of others, who has not a mind of his own and can not act in his own sphere independently. The teacher should always seek to learn the opinions and views of his patrons, and he may frequently modify his judgment by them, but never will he be governed by these opinions and views. If he would be respected, he will never allow others to intrude upon his rights nor trample upon his authority.

Again, the teacher must feel a deep interest in his business, and always manifest earnestness in the discharge of his duties in the school, by the way, and in the family. He will be regarded as a good and efficient teacher if he manifests his ability by his zeal and industry. The world gives credit for every honest effort to excel in this as well as in every other department of labor. And the teacher can rely with safety upon the judgment of his pupils and patrons as to what he is and what he does. If he would gain their confidence, he must throw his whole soul into the work and acquit himself like a man.

The teacher must also manifest an interest in the families and business of his employers. The farmer, the mechanic, the merchant, is interested in exhibiting his rich crops, his skill, his merchandise, to the school-teacher who may call or reside for a season in his family. And as he is pleased to have parents manifest an interest in his school, so he should enlist his feelings in all that interests them, if he would gain their confidence and coöperation.

The good mother, too, has her subjects and objects of interest. They may not always be so interesting to the teacher. It matters not, however: these little children in the family, however repulsive, must have the teacher's attention if he would gain the mother's heart. That he should gain her confidence and coöperation is of the utmost importance; for often she rules the father. The good-will of the children is also indispensable; for too often, in these days, they rule the mother.

Again, other things being equal, the *social* man is the most likely to be popular with his pupils and patrons. He must also act upon democratic principles. This social element will appear in the teacher's intercourse with the families of the district. He will treat all with courtesy and attention; will interest himself in the old and young, and enter with earnestness into their feelings and sympathize with them in all their joys and sorrows; will make himself a companion and friend of all classes with whom he associates in their interesting relations. This familiarity with all pupils out of school is recommended. To be sure, it must have its limits. The teacher may not join with and become one of the boys in their games of 'ball' and 'snow-ball', but he may manifest an interest in their games and still retain his dignity and power of influence. In the school-room he must be 'monarch of all he surveys'. At all other times he may treat his pupils with familiar kindness, and thus show himself at once their master and friend. They will then respect his authority and confide in his judgment. The teacher who can combine becoming dignity with suitable familiarity has no need of 'School Government'. It is an unmeaning expression to him.

Scrupulous care should also be exercised by the master in his intercourse with the families in the district. Let him seek early and familiar acquaintance with all interested in the school. Let him visit them at their houses and without partiality. Those the most liable to be neglected are generally the most sensitive. The poor and illiterate have often more interest in our district schools than the rich and learned, and have, therefore, full claim upon the attention and sympathy of the teacher. Let these be given to all, not only as a matter of duty, but also as the surest way to gain their confidence.

And it should be remarked, in conclusion, that the teacher's success in securing the approbation and confidence of parents will depend much upon his popularity with the pupils; for parents usually judge of him by the views entertained by their children.

H.

NORTH GRANVILLE, N. Y.

IS TEACHING A LEARNED PROFESSION?

THE above question is frequently asked by many a young aspirant who has more questions than thoughts, more admiration of self than ability to be admired by others.

We would not notice this subject, were it not that it has been before certain classes of society in so many different shapes, and has been questioned by so many of the practitioners in all the so-called learned professions, that some minds of talent seem to be in doubt where should be assigned the place of the true teacher.

If this question is ever to be answered impartially, it must be answered in view of the following postulates. I presume no one will hesitate to grant that every one who holds any real claim to either of the learned professions must possess the following characteristics and requirements: 1. He should be noted for sound judgment, good taste, and a high sense of moral principle. 2. He should have acquired a thorough knowledge of the ordinary branches pursued in our best collegiate institutions. 3. He should have selected a profession, and should have studied carefully the principles by which he is to be governed in the various duties of that profession.

Such, then, are the natural and acquired abilities of an individual who is worthy to be considered a member of the learned professions. Let us now examine the natural abilities of the teacher, in order that we may see clearly whether he is entitled by nature to membership.

No one, I presume, will hesitate to grant that the teacher may possess a sound judgment; and if he is possessed of good common sense (which no one will deny that the teacher may possess), he will possess good taste also. And no one who is thoroughly imbued with the noble characteristics of the true teacher will ever be denied a 'high sense of moral principle'. So far, then, as his natural abilities are concerned, he may belong to the goodly family of 'the professions'.

Again, in regard to his acquired abilities, no one will dare affirm that he may not have mastered thoroughly all the branches usually pursued in our best colleges. Indeed, who can doubt that he who is 'master' of college can be ignorant of the principles taught therein? And yet he is a teacher. His acquired abilities also, then, admit him to membership.

Again, has the true teacher selected a profession, studied carefully, and thoroughly mastered the principles by which he will be enabled to discharge skillfully the various duties of his chosen profession? That thousands who now fill the professor's chair have fully complied with this last requisition will be denied only by those who are too far ahead or behind their age to clearly comprehend contemporary events, or to understand fully the demands upon the teacher of the people's college. It will be admitted, then, as far as his natural and acquired abilities are concerned, that he is able to satisfy all the tests of membership.

Notwithstanding the above abilities, it is a query with some whether the nature of his duties is sufficient to sustain the dignity of a learned profession. Let us examine this, also, carefully; for if the nature of the duties of the true teacher is so low as not to be able to sustain the present dignity of the learned professions, we would say, lower not your professional standard; rather let the teachers of the rising world stand, as they have in ages gone by, alone, unenvied, until they can independently raise themselves and the nature of their calling high up on the table-land of promise and real worth, as they are now doing in this glowing age of mighty mental progress.

But what is the nature of that dignity which is so far up on the scale of real worth (for I know of no dignity which has not real worth) that it seems to be questionably reached by him whose peculiar business it is to mould, develop and fashion an immortal mind for eternity? Is it a dignity more holy, and less sustained by pecuniary pillars? To which of the professions shall we look to find a calling the nature of which is more pure, less sustained by the vanity of popular applause, less gilded by the bauble of gold, and requires more self-sacrifice for the good of the rising world than the calling of the noble-hearted and self-sacrificing teacher? Shall we to the profession of the law, whose members may truly claim some noble specimens of humanity, who were willing to sacrifice themselves at the altar of their country's good, and expect to find that even those members of whom they may well be proud possessed minds more refined, whose motives were less dimmed by the mildew of political strife? Although they may have freed their country from physical bondage, yet the earnest teachers have freed their country from mental bondage, which is more to be dreaded than any tyrant or plague that ever ravaged the earth.

Shall we go to the professions of surgery and medicine, and there find a practice the nature of which is more dignified than that of the true teacher? It is true that the practitioner calls for years of hard study, and the result of his practice is of great importance to the human family, in building up broken-down systems, repairing fractured limbs, and in banishing the cataract from the delicate organ of the eye, where one slip of the hand might produce a life-time of physical blindness. But can this be compared to the practice of teaching, the nature of which is to build up and develop the immortal powers of mind, and yet being so delicate, that, should one misstep be taken, it might produce an age of mental blindness? An age, did I say?—an eternity of mental and spiritual darkness, which is no more to be compared with physical blindness than matter is to be compared with mind.

Last, though not least, shall we go to the profession of theology and expect to find there a higher responsibility, or a higher order of talent in the desk than is required on the teacher's platform? It is true that the calling of the clergyman is a high and holy one, that he is engaged, as clergyman, in business only virtuous. But let us pause a moment; here is a weighty point to be considered: What is expected of the true teacher of the present day? He is to lay the foundation, rear and adorn the superstructure, and develop the physical, mental and moral cap-

ital; by means of which, and only by means of which, the practitioners in all the learned professions are enabled to discharge their various duties.

In other words, he is to develop the whole man, the ~~trinity~~ of his being, for time and eternity. In him, then, is merged the responsibility of clergyman as well as that of teacher. How vast, then, is the responsibility of the true teacher. Is not that strange logic which demands that the teacher shall possess learning, ability and dignity sufficient to prepare the physician, the lawyer and the clergyman to take their places as members of the learned professions, and yet denies to the teacher the ability and dignity sufficient to admit him as a worthy member of the goodly family? How can he impart to others that knowledge which he does not himself possess? Absurd! How, then, can he prepare others for a situation which he himself is not qualified to fill? Preposterous!

If, then, there is so much importance, ability, dignity and responsibility involved in the business of teaching, never let there be another doubt as to the propriety of ranking it among the learned professions.

OTTAWA, Illinois, May, 1856.

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HOW TO TEACH MORALS.

NOT a successful work upon Morals has ever yet found its way into the school-room. The importance of making this subject a regular branch of common-school instruction has been felt by all; and attempts have been made to thrust various works upon 'Moral Philosophy' into the school-room. These have all failed. The books approached the subject in the wrong direction. Morality pertains to the feelings, not to the intellect; and all efforts to make men better by merely teaching what is right and what is wrong, must necessarily fail. The *feelings* need moral education—not the judgment. If the mere knowledge of right and wrong could reform the world, the race would soon be regenerated. The man, therefore, who produces a school-book which will successfully appeal to the moral feelings of the young, is a public benefactor. I believe that 'COWDERY'S *Elementary Moral Lessons*' is that book. And although not engaged in teaching, I can not resist the desire to say a word in its behalf to the educators of the State, through the *Illinois Teacher*:

COWDERY'S LESSONS are not a 'LOCKE on the Human Understanding'—they have little or nothing to do with the understanding. But they consist of short and well-told incidents of actual occurrence, which appeal directly to the feelings of the pupil and draw out, *e-ducate*, the rising emotions which are awakened within. These incidents are class-

ified and so arranged as to develop the moral emotions with due attention to their natural generic and specific relations; but without troubling the pupil at all with the 'philosophy' of systematizing.

At the close of each lesson is a series of questions which have been prepared with great judgment, for the purpose of enabling the pupil to review the story, analyze the emotions which it has awakened, and determine the moral principle which underlies them.

So much for the design and plan of the work. Its execution has been accomplished in the most successful manner.

I rejoice to see that this book has been recommended by our State Superintendent, and hope soon to see it introduced into every school-room and family in the land.

BLOOMINGTON, ILL., May 20.

R.

OPEN THE GATE.—"I wish you would send a boy to open the gate for me," said a boy of ten years old to his mother, as he paused with his books under his arm.

"Why, John, can not you open the gate for yourself?" said his mother. "A boy of your age and strength certainly ought to be able to do that."

"I could do it, I suppose," said the boy; "but it is heavy, and I do not like the trouble. The servant can open it for me just as well." What is the use of having servants, if they are not to wait upon us? thought he.

The servant was sent to open the gate. The boy passed out, and went whistling on his way to school. When he reached his seat in the academy, he drew from his bag of books his arithmetic, and began to look at the sums.

"I can not do these," he whispered to the next scholar; "they are too hard."

"But you could try," replied his companion.

"I know that I can try," said John, "but it is too much trouble. Pray, what are teachers for, if not to help us out of difficulties? I shall carry my slate to Mr. HELPWELL, the usher."

Alas! Poor John. He had come to another closed gate—a gate leading into a path of useful knowledge. He could have opened it, and entered in alone; but he had come to the conclusion that it was as well to have gates opened for us as to exert our own strength. The result was, it was decided that he had no 'genius' for such a kind of study. The same was true in Latin. He could have learned the declensions of the nouns and the conjugations of the verbs as well as others of his age; but he got other boys to do his exercises, and what was the use in opening the gate into the Latin language when others would do it for him? Oh, no, John Easy had no idea of tasking his mind or body when he could avoid it; and the consequence was that numerous gates remained closed to him all his life—gates to honor—gates to usefulness—gates to happiness! Children, you should early learn that it is always best to help yourselves.

Selected.

THE HUNTER'S BRIDE.

A LEGEND OF THE FRONTIER.

BY CHARLES D. GARDETTE.

I'LL tell you a tale of fearful woe,
Was told on a winter night,
In a far-off valley, long ago,
By a humble fireside's ruddy glow,
In a cot where the forest arches low
O'er a tinkling brook unite.

A hunter dwelt on the further side,
'Neath the olden forest shade:
Alone he dwelt; no loving bride
His moody hours to cheer or chide:
His friends were his rifle true and tried
And his death-edged hunting-blade.

His ax was keen and his arm was stout:
No aid from man he sought;
But a cabin of logs he hewed him out
From the tall old trees that hemmed him about,
And dwelt there alone—all food without
Save that which his wood-craft brought.

One night, as he sat by his glimmering hearth
And mused on his cheerless lot;
On the distant land of his home, his birth,
Of his happy childhood's careless mirth,
Knowing naught of the trials of earth;
And now in this lonely spot—

In this lonely spot his life was cast,
In a lonely solitude!
No wife, no friend—just then the blast
Shrieked in his ears with a wail like the last
That the sea-tossed wretch on the drifting mast
Sends up, as he sinks in the flood!

The Night a sable archway flings,
A roof of solid black:
The hissing rain on the dry leaves sings:
When again through the vaulted forest rings
That fearful shriek, and the hunter springs,
With a shout, on the viewless track!

The crackling flames, with a ruddy glare,
Flash out on the hunter's hearth!
A slender form is lying there,
And the crystal drops from her wavy hair
Like opals gleam on her bosom bare;
And her face is as passionless and fair
As a face of spirit-birth.

It is no rain-drop's callous flow
That moistens the hunter's eye,
As, lifting from that bosom's snow
Each golden tress, he feels the glow
Of a struggling life, and whispers low—
“Thank God! she will not die!”

The forked tongues of flame still twine
In many an elfin whirl;
But her lips now blush like the Gascon wine;
And never a gem in an Eastern mine
Was bright as the glancing orbs that shine
Through those ringlets' amber curl!

Her silken voice is sadly clear,
As she murmurs her woful tale:
“In the virgin woods of the far frontier,
My father followed, for many a year,
The savage bear and the timid deer,
From our cabin in the vale.

“The strongest hand, the truest heart,
The surest eye had he ——”
The bitter tears to her eyelids start,
And the hunter strives, with awkward art,
To dash the drops from his own, apart,
Lest his weakness she may see.

“Alas! alas! of what avail
Strong hand and faithful heart?
Oh! let me haste to close the tale,
Ere my half-maddened senses fail!
'T is but a year since from the vale
I saw my father part.

“His loving arms my mother pressed
In one long, close embrace;
He caught me to his stalwart breast;
A tearful smile his eye confessed,
And long, toward the crimsoning West
His shadow we could trace!

“That night — the tale I can not tell!
God, give me strength to speak! —
I woke, to hear the infuriate yell
Of fiends, amid the flames of hell!
To worse — to worse! the fiends that fell
From heaven to these were weak!

"The war-whoop rang in a frenzied scream,
 'Mid the crash of the rafters' fall!
 I saw the knife of the savage gleam,
 I saw the crimson torrent stream!
 O Heaven! it passed like a horrid dream!
 And yet I saw it all!

"Through the trackless woods my form they bore,
 With many a savage gibe;
 They dabbled my face with my parent's gore,
 They waved their scalps my sight before,
 And, with many a bitter threat, they swore
 I should wed the chief of their tribe!

"Oh! why was I spared? yet Heaven was kind,
 God sped my bleeding feet!
 I fled while the brutes were drunken-blind—
 I fled I cared not whither, to find
 A death in the arms of the winter wind,
 With the leaves for my winding-sheet!

"I fled! I cared not whither I strayed,
 Till I laid me down to die;
 But the blast was bitter, and death delayed,
 And I shrieked for life—even while I prayed
 For the death that God in His mercy stayed;
 And Heaven hath heard my cry!"

The hunter dwelt long on the brooklet's side,
 But he dwelt not there alone!
 His rifle was true—his blade was tried;
 But his cot held a dearer tie beside;
 For the tender smiles of a loving bride
 On the heart of the hunter shone!

Knickerbocker Magazine.

RIGHT USE OF WORDS.

SHALL and WILL. A man, having fallen overboard, cried out, "I will be drowned, no one shall help me." And accordingly they let him 'be drowned'. Now this anecdote shows the great necessity of the right use of these auxiliaries. Again: **ONLY and ALONE.** Were we to say God alone can create, we should assert that he needs no assistance; and which would imply that others also possessed creative power. But were we to declare God **ONLY** can create, we should mean that no one else can do so. Hence the importance of accuracy in the choice of words.

This brief article has been suggested by the use of 'alone' in the

second line on the first page of the March number of the *Teacher*. Any one can perceive, by a little reflection, that 'only' is the word expressing the author's meaning.

In conclusion, let me recommend this subject of definitions for special attention in the school-room. Dictionaries, of course, are to be of daily use; but besides, let some interesting plan be adopted as a general promiscuous exercise. First, announce a word and call for its opposite; also, by comparison, say black as —, and allow some one to fill the blank. Again, name the quality and require the thing possessing it, as, tell me some thing soft, hard, red, visible, invisible, material, immaterial, et cetera. The ingenious teacher will easily extend this exercise at suitable times, thus diversifying the routine of the school, conveying much instruction in the form of amusement, and, at the same time, destroying the monotony of the school-room by a pleasurable variety, which is 'the spice of life' in 'teaching the young idea how to shoot'.

C. PARKER.

THE FREE SCHOOL SYSTEM TESTED.

OUR new Free School system is working out its own approval to the satisfaction of its most ardent friends, notwithstanding the present structure of the law is such that many difficulties and inconsistencies are apparent. As proof of the correctness of the system the following facts may be referred to with satisfaction by the friends of free schools. They are made up from the first six months' trial of the system in our city:

The whole number of scholars attending school in the consolidated district the past winter was five hundred and fifteen. Whole number of days' attendance was twenty-seven thousand four hundred and ninety. Average number attending on each day was three hundred and thirty. The whole cost of supporting schools for six months under the new system was eight hundred and eighty-one dollars and seventy-five cents; the cost to each scholar one dollar seventy-one cents.

Under the old system, at three dollars per quarter, the same schooling would have cost two thousand one hundred dollars, and if at two dollars fifty cents per quarter and 'scholar losing time', it would have cost our citizens the round sum of two thousand eight hundred and twenty-five dollars, making a difference, even at the smaller estimate, of one thousand two hundred and eighteen dollars and twenty-five cents in favor of the system of free schools in six months' time. So much for one winter's trial.

But the money cost alone does not show the difference. Under the control of our present very efficient and active Board of Directors much

has been done towards elevating the standard of schools in our place, and much more lasting good has been effected during the past six months than during the same time, or perhaps double the time, under the old system. Let the above figures speak!

W. H. HASKELL, School Commissioner.

CANTON, May 15, 1856.

TEACHERS' INSTITUTES.

A word with the school officers and teachers about these—now considered essential features of our educational system. An Institute is the gathering of the teachers of a county at some central point to spend a week in listening to and practicing upon the best methods of imparting instruction, to find out new ways of illustration, to have the absurdity of our old-fashioned ideas of school-keeping set at naught by an observation of a more excellent way, but especially to awaken and cultivate a professional spirit and enkindle a professional enthusiasm by which we shall be led to do some thing out of the school-room as well as in. These are some of the objects to be had in view in the formation of Teachers' Institutes—and these are to be obtained not so much by comparison of our own as by information and instruction to be derived from the experienced method of others.

To gather the teachers of a county together for these purposes is, I know, no easy task, but it ought to be done and it must be done—that is the necessity of the time. I take the liberty of suggesting how:

The School Commissioner should appoint, through the county paper, a meeting of the teachers for the purpose of considering and making arrangements for an Institute. To this meeting from three to five, or perhaps ten, teachers will come. Let these at once resolve themselves into a Committee of Arrangements with the Commissioner at their head, fix the place and time of meeting, select two or three persons with whom to correspond in order to obtain one who is able to take charge of and conduct an Institute through all its exercises of a week, select a lecturer for every evening in the week, and then advertise in the county papers and in large handbills the arrangements made, and let it be known that an Institute will be held from Monday at noon until Saturday at noon with an attendance of from three to fifty members, but not dependent upon numbers. Next apply to the Board of Supervisors of the county for an appropriation of fifty or one hundred dollars to bear the expenses of the Institute. Ask for it respectfully but firmly, as a matter of right as well as of justice, and get it if you can. If you can't get it, pay the expenses yourselves. Do not say 'I'm too poor'. You are too poor to do without the Institute. You must brush up your ideas of teaching and improve your ways, or you will never get rich.

No set of teachers in any county have ever tried the plan but have found it an infallible specific for raising the salaries. The process is rational and simple as well as logical: first improvement in teaching, then improvement in compensation. This money is well expended—a safe investment. Counties can be shown where hundreds have produced thousands in a very brief time.

If the School Commissioner does not set the ball in motion, let one teacher procure the assent of two others and put the Commissioner to shame by doing his work for him. Never mind looking for authority; go to work and do good, and afterwards you can find the warrant for it. Let not the Commissioner or a few teachers who undertake the work be discouraged by difficulties real or imaginary, but work the harder if such occur. "Nothing venture, nothing have." We have all been quiet long enough, to our great disadvantage. Let us be up and doing.

What next—to whom shall we write? To the officers of the State Association. They are bound to help you and to know where are the instructors to be found, or else go themselves and do the work. Demand that the President and the Vice-Presidents and the Executive Committee shall give themselves to this work for six weeks, and each one go from county to county singly or in squads and organize and sustain Institutes. They do not know how? It is time they learned how. There are three candidates for the State Superintendency. Bring them out and make them work. If they don't know how—or, what is worse, do not want to know—do not vote for them. Require the President of the State Association, or the Executive Committee, to publish in the *Teacher* a sketch of what ought to be the exercises of an Institute during a week, and take that for a plan. Here, Mr. President, I take the responsibility to call upon you (do you call upon others, your associate officers, to do likewise) to furnish for the August number such a plan, and we'll take that which suits us best. Come, Messrs. School Commissioners, go to work. Why sit ye here all the day idle? Do not shove off the responsibility, but 'up and at it'. No pleading about inability and that sort of thing. The will alone is wanting. What school officers have done can be done again. Here, Miss Eliza C., Miss Mary W. and Miss Cordelia N., and you, Messrs. John, William and Curteneus, you are a (self-appointed) committee to wait upon the Commissioner and invite him to go ahead, and if he won't go do it yourselves.

R.S.D.

THE Eighth Annual Report of the Board of Regents of the Wisconsin University, located at Madison, has been published, and represents that institution as in a flourishing condition. Six years ago the entire property of the University was reckoned at one hundred and twenty thousand dollars. Now, the building and the ground of the institution are valued at one hundred and seventy thousand dollars, and the whole property amounts to three hundred thousand.

EDITOR'S TABLE.

BOARD OF EDUCATION.—We would call special attention to the notice, under the Table of Contents, of the forthcoming meeting of the Board of Education at Bloomington. School-Commissioners, and all persons interested in perfecting our free-school system, are invited to meet with them and the State Superintendent, and take counsel together. Other matters of interest, such as the Fall Institutes, Normal Schools, etc., will come up for consideration. Let us have a full turn-out of the educational men of Illinois. Remember the time—twenty-ninth of July. Go prepared to stay three or four days.

TEACHERS' INSTITUTES.—We have, as yet, no Normal Schools, but Institutes (temporary Normal Schools) are springing up all over the State, and for immediate service nothing can take their place. During the coming Fall an Institute should be held in every county. If we teachers expect to succeed we must see that this matter is attended to. We must take the initiative, form the Institute, obtain some one to take charge of it, petition the County Court or Board of Supervisors to make a small appropriation for its support, and if we fail, then pay the expenses ourselves. We can not afford to do without these gatherings. They are too valuable. R.S.D. has given specific directions how to organize and set in motion an Institute. We commend his article to a careful perusal. The editor of the *New-York Teacher*, in a private letter to us, says:

You have a young State. Organize Institutes instead of Associations, and have an annual or semi-annual drill; get what State aid you can—what contributions you can; place a copy of your *Teacher* in every teacher's hands and another in every school-board; add the other educational journals when you can; keep closely organized; and in five years you will have the best schools, best school system and best-paid teachers of any State in the Union.

It is time we began to act in this matter. A few months hence and the season for the Institutes will be at hand, when vigorous work must be done. Institutes already formed, if they have not, should immediately fix the time and place of holding the next session, and in all counties where none exist let steps be taken immediately to organize one and appoint a place and time for holding the first session, and give immedi-

ate notice of such time and place through the *Teacher* and county papers. One thing more. These Institutes must be well conducted. A thorough, practical, wide-awake scholar and teacher should stand at the helm. He will save time, convey facts, arouse thoughts, enkindle enthusiasm, energize, vivify and direct the whole Institute. We think we know of at least one man besides our Corresponding Secretary who is competent to do this. Whether he can be induced to enter the field we know not, but we will put any one in correspondence with him who may wish his services.

CONFIDENTIAL.—Below may be found selections from our private correspondence. We take pleasure in spreading it before our readers, begging pardon of the writers for making public what was intended for the Editor only:

DEAR SIR: While congratulations and words of encouragement are pouring in upon you from nearly all parts of the State, and many solemn promises made to support the *Illinois Teacher* and the cause of common-school education in general, let me gently lift the curtain that hides this part from your view and allow you to look in upon us. I can inform you that we of Mercer are not dead—only sleeping, dreaming of future wakefulness. We are not inclined to boast or publicly to declare our intentions for the future, but we believe that in the matter of Common Schools we are not much behind our sister counties. Although our county is among the newest in the State, we claim for our schools and teachers that they will compare favorably with others. But in this matter we are fast improving. I had the pleasure of a short conversation, last week, with a Mr. WHORTER, formerly, and for four years ending 1853, School-Commissioner of our county, and at present acting as one of the Board of Examiners. His opinion (like mine) was that we had every reason to rejoice in 'a good time coming'; that so far as he had become acquainted with the qualifications of our teachers within the past six months, the teachers had evinced an understanding of their duties and the branches required by law not known during his term of office. We had been agitating for some time the subject of forming a Teachers' Association, but did not succeed until last September, when a few friends of us assembled in Millersburg, in this county, and organized a society. The first meeting under that organization was held October 9, 10, and 11, last. A second meeting was held December 25, 26, and 27, and our next in August next, commencing on the third Tuesday. The appearances at the organization meeting and the first meeting of the Association tended to discourage the lovers of the cause. Our move has already accomplished much. It has deterred some from offering themselves as candidates that otherwise would have done so. Better teachers are coming forward and getting better pay. A natural consequence. What will be done here for the *Teacher* I can hardly tell. I have advocated its claims whenever an opportunity offered. I sent for three copies, and a friend of mine, Mr. FORSYTHE, also. They are all taken by teachers. I have given

those that I have seen to understand that, at our next meeting, I shall urge its claims upon them. As I said, I can not tell what will be the result, but what can be done by my feeble efforts for the promotion of Common Schools, will be done cheerfully, and I consider the support of their organ a matter of the first importance. I attempted to obtain some assistance from our county through the Board of Supervisors, but failed. Shall try again. Could you attend our meeting in August, or could you send us a hand, either or both? If so, let us know through the *Teacher*. Bear us in mind. But I have already intruded too much upon your time. More anon.

MERCER Co., May 30, 1856.

N. P. BROWN, School-Commissioner.

Many of our readers will recognise in the initials appended to the following letter an individual who has earned an enviable reputation in the profession:

EDITOR ILLINOIS TEACHER—*Sir*: Standing upon the western borders of your State, I have looked across the 'Father of Waters' and watched with great interest the educational proceedings of the Prairie State. Although not permitted by circumstances to mingle in the stirring scenes of the past two or three years—the results of which, I am sure, will make a glorious future for Illinois—yet I can look on from a distance, and with hat in hand can give, and do give, three times three cheers for your brave State. Illinois is doing nobly; may her zeal never grow less. We are strangers to each other, but here is my hand. Success to you. May you consummate the educational movement you have begun. I can not do much for your journal here, for there is a project on foot to start a paper in this State, which, if begun, will require all our energies to sustain. Nor is there need that you should receive help from this quarter, for I perceive there is bone and muscle enough in your paper to work its own way through your own State, sustained and pushed forward by the enthusiasm of your wide-awake teachers. I send you the proceedings of our State Teachers' Convention; also the first and second annual reports of the Superintendent of Public Schools in this city. These are about the only school documents in the State, except a meagre report of schools by the State Superintendent, of which I will send you a copy, if I can get one. Our Convention was, I hope, the beginning of a 'good time coming'. It was well attended, and the teachers seemed to enter heartily upon the work, to act harmoniously, having but one object in view: the advancement of the educational interests of the State. I think the movement will result in great good. The Hon. HORACE MANN was present and rendered us essential aid by his counsel. Words of wisdom and eloquence fell from his lips. In days gone by he nobly battled for education; and he stands now, with his head whitened by the frosts of many winters, more honored by the good than the hero of a thousand battles. The impression he made in this city will be felt throughout the State, and will remain, I doubt not, when the eloquent lips are silent in the grave. As an explanation, in part, of my interest in the educational movements in Illinois, and also of my troubling you with a letter, I will state that for many years that State was my home. I first stepped upon its soil twenty-three years ago. There I received my education; there is my Alma Mater. There, seventeen years ago, I made my first effort in

'school-keeping'. Many pleasant recollections of schools, both 'loud' and 'silent', and of school-houses of primitive architecture, situated on the prairie and in the 'timber', still cluster around my memory. I can not forget Illinois, nor cease to view with a lively interest her increasing greatness.

Very truly yours,

ST. LOUIS, June 6, 1856.

J.D.L.

The ensuing epistle is from a *sterling* teacher, in more senses than one :

DEAR SIR: I notice in the last *Teacher* a request that all of your subscribers who are teachers would inform you of the fact by return mail. I presume you already know that I am a teacher, and, I may add, one who intends to devote the remainder of his days to the work. My principal object in writing is to assure you that I am not uninterested in the success of the *Teacher*, although as yet I have sent you no subscribers. The fact is, I have been too busy with local educational matters, and with building and moving into a little house of my own, to give any time to other matters. What *was* this district, up to the meeting of the Township Trustees on the first Monday in April, comprised six square miles of territory, including the village of Sterling, and not a single school-building or school-room in the district, although some four hundred children were to be educated. There have been two schools in the district since I have been here, held in hired rooms. My school numbered two hundred pupils the past winter—of every age and grade, from four years old upward; and I felt that if I could do any thing towards arousing the people to the necessity of erecting buildings or procuring suitable rooms, so that the schools could be *graded*, some thing better might be done than we have yet had power to do. To this I gave all my leisure time during vacation, and just as I had succeeded so far as to procure suitable rooms for grading the schools, the Township Trustees met, and in came petitions from the extremities of the district, praying for a division. Two of the three trustees voted to grant the prayer of the petitioners, and thus was struck a fatal blow to my long-cherished plans. I am well assured, however, that had the petitioners generally understood the plan contemplated, there would have been no division of the districts; and perhaps I am somewhat to blame that they did not understand it, though I had no knowledge of any petition until the very day it was presented. The plan was to have established a Primary Department in the eastern, western and central portions of the district, and a Higher Department in the centre for the advanced scholars from all parts of the district. We have now three districts where we had one, and, as a consequence, three separate schools, each comprising all grades within its limits. I think, however, that in the course of one or two years the three districts, and perhaps one or two others, will unite and establish a central High School, though I am certain the division has delayed the consummation of this much-to-be-desired plan. I am in the central district, with an average attendance of over one hundred pupils, assisted by Miss E. J. MELOYN and Miss FOREMAN. Our school is held in the basement of the Presbyterian church. We have had the entrance hall divided into two rooms which we use for recitations, so that we are not so badly situated as we might be. Mr. FLAGG, recently from

the East, has just been appointed to take charge of the school in the upper district, and the directors in the lower district are in pursuit of a teacher for their school. If I can get time on Monday I will get Mr. FLAGG's name in full and send you, and, I hope, one of his dollars for the *Teacher*. I have been hoping to see some notice of our Teachers' Institute in your journal, but I am afraid our Secretary has omitted to send you the proceedings. It was an era in the educational history of this county. In September, 1854, the teachers and friends of Education met in Sterling and organized the 'Whiteside County Teachers' Association', which was to hold its meetings semi-annually. At the September session of 1855 it was unanimously agreed to hold a Teachers' Institute, commencing on Monday, March 24, 1856, and continuing through the week, and a Committee of Arrangements was appointed. That Institute was held here. The Rev. W. W. HOBBSHA, of Dixon, conducted the exercises to the entire satisfaction of every one present. We had class drills and general drills on most of the subjects usually taught in our common schools. The evenings were devoted to lectures and discussions. The lecturers were W. W. HOBBSHA and E. L. SMITH, of Dixon; W. H. POWELL, of Peoria; Rev. WM. WRIGHT, of Sterling, and Prof. EBERHART, of Dixon. The interest of the citizens rose to enthusiasm before the close of the Institute. Large numbers were in attendance every day, and the Court-House was literally 'jammed full' every evening. I have heard several of our town people regretting that it did not continue longer. There were upwards of forty teachers and others in attendance who took active part. We unanimously agreed to hold another Institute, in Fulton, next September, and to raise one hundred dollars to defray its expenses. It is a source of pride to me that we have got such a start.

Heartily yours, in the most glorious of causes,

STERLING, Whiteside Co., May 3, 1856.

C.B.S.

The following, under date of May 20, comes from Bluff Springs, St. Clair Co.:

MR. EDITOR: I trust that the breath of a new spirit is now beginning to blow. And may it animate the great mass of the people. I have learned from various sources that the *Illinois Teacher* is now found on many of the teachers' desks throughout our county. I consider it as indispensable to the living teacher as blood is to animal life. We of the pedagogic fraternity should consider ourselves as one active being—an organic body. We are composed of many persons; therefore it is essential that every part or member should perform his functions faithfully. I understand that the design of the *Teacher* is to produce a uniform system of school-teaching; a thing I long have seen and felt the necessity of. There formerly has been as many methods of imparting instruction as Protus had shapes. The method or theory of school-teaching has arrived at a crisis. Who can expect that we of the pedagogic profession, in these days of telegraphs and locomotives, are going to sit still with folded limbs and allow our empire to crumble into ruin? Why should we not travel by steam and electricity as well as the rest of the world? Our motto should be, 'upward and onward'. The method of merely repeating, parrot-like, must be discarded. We want a system or theory that will stand the test of time; one in which we can

impart to the juvenile mind the useful arts and sciences and fill their 'domes of thought' with valuable knowledge, accessible at any moment. Nevertheless, I am well aware that a system different from the old one will be condemned by some; but it will be by those who have never examined the subject or its principles. And such, it is well known, are not prepared for a decision. We know how apt mankind are to brand every proposition for innovation as visionary and Utopian; but we should not be discouraged by epithets. The theories of one of the greatest navigators of ancient or modern times were pronounced a chimaera by the learned junets of Calimaneia. But time demonstrated them to be truths.

JAMES P. LEMEN.

The following note from the Superintendent, Mr. EDWARDS, is in reply to a note addressed to him on the subject of text-books:

DEAR SIR: I have never received one farthing, either directly or indirectly, for the recommendation of any book, except one thousand dollars, which was paid to me since the adjournment of the last Legislature, for the recommendation of Webster's School Dictionaries, and which sum I hold for the benefit of the schol fund—to be disposed of as the Legislature may direct. It was agreed when this sum was received that it should be applied for the benefit of a State Normal School, and I have always been ready to pay it over, and would have done so if there was any one to receive it. On the other hand, I have incurred expenses in the discharge of my duties in relation to the recommendation of books, for which I have never received or claimed any thing. The following is an extract of my report to the Legislature:

[Here follows an extract from the Superintendent's Report to the Legislature, which we are obliged to omit for want of room.]

Yours truly,

SPRINGFIELD, April 5, 1856.

N. W. EDWARDS.

We gladly give place to the following communication from the land of shadows, and firmly believe that Egypt is all right:

EDITOR ILLINOIS TEACHER—*Dear Sir:* Permit me to give you some items about schools in 'Egypt'. Our town organized under the free school law and commenced a school last October, under the charge of Miss MARY I. SAFFORD, Principal, assisted by Misses HAFT and BRAYTON, all eastern ladies. We have a large school, with an average attendance of about one hundred and thirty scholars. We have no school-house, although this place has been settled over fifty years, and is, I think, the oldest place in the State except Kaskaskia. The Presbyterians kindly give us the use of their church, which we at this time occupy. We are building and hope to have our house for use in the Fall. We need a good male teacher to take charge of the school, and shall try to get one by Fall. There is considerable opposition to the school law in this county, and the principal objection is that the restrictions are such that teachers can not pass examination—such teachers as have formerly taught the schools. We are much in want of female teachers for country schools, and they would command from twenty to thirty dollars per month. They have an excellent school at Equality, in

this county, taught by Mr. STONE, a Normal graduate, assisted by Mrs. E. J. HUMPHREY. There are several towns and districts that are anxious to open schools, but can not get teachers. I think many persons could find situations here at good prices, and if any are disposed to try, it would be well to open correspondence with our County School-Commissioner, J. E. JACKSON, at Crawford, Gallatin county, Ill. I am pleased to see that Mr. JACKSON is taking a lively interest in trying to extend the circulation of your valuable journal. I believe all the towns in the county are levying additional tax to keep up schools, and I think the school law, with some little revision, will be a popular one:

SHAWNEETOWN, April 23, 1856.

Yours truly,
'EGYPT'.

WE resume, in this number, a summary of the Notes of our 'Traveling Correspondent'. In the course of his peregrinations he visits Galesburg, the seat of Knox College. This institution is now opulent. Mr. GEORGE CHURCHILL presides over the Preparatory Department, while Reverend President BLANCHARD has the general supervision of the whole. We copy a concluding note:

There are five public schools in this town, and I fear they are too much neglected. There is danger where colleges are located of the citizens overlooking the common schools.

While visiting Knoxville the County Teachers' Institute, under the care of P. H. SANFORD, Commissioner, was in session. The exercises were conducted in a familiar and practical manner, realizing, in my view, the true object of an Institute. After presenting the claims of the *Teacher*, every male member present subscribed, and then an appropriation from the society fund was unanimously voted to send a copy to each female member. Hurrah for Knox County Institute! [We have already pronounced this act of the Institute 'a gallant deed'.] Mr. S. N. COE is Principal of the Public School in Knoxville, assisted by Miss MARY HINCKLEY, Miss ELIZABETH CHAREVOY and Miss FRANCES THOMAS; number of students two hundred and forty.

Chicago is the leading city of the Northwest, and what she does is, of course, regarded with interest elsewhere. It seems the teachers there have formed a City Teachers' Institute, as will be seen from the ensuing paragraph:

The teachers of this city, for some time past, have been accustomed to meet on Saturday forenoon for the purpose of reading essays upon the branches taught in the schools and discussing matters connected with the profession. The purport of the resolution was, that instructing in our common schools has a tendency to weaken the minds of teachers. The debate was quite spirited and racy. There is little danger of these teachers growing rusty so long as such meetings continue to be held.

Some twelve miles north of Chicago, on the lake shore, is situated Evanston, concerning which we condense an item or two:

At this place is situated the Garrett Biblical Institute, Northwestern University, and the Northwestern Female College. The Faculty of the Garrett Institute consists of Dr. DEMPSTER, President, Prof. GOODFELLOW, the first President of our State Teachers' Institute, and Prof. WRIGHT; of the University, Professors GOODMAN and NOYES; of the College, W. P. JONES, President, assisted by Professor J. W. JONES and lady and Miss M. C. HAYES.

Mrs. ELIZA GARRETT, now deceased, endowed the Institute with an estate valued at \$300,000, and \$500,000 has been secured for the University. These are noble contributions of the present to coming generations.

We are glad to hear that the citizens of Bloomington are on the move. He says:

A meeting has just been held to take into consideration the utility of establishing graded schools. After discussion the following resolution was adopted:

Resolved, That we recommend to the School Directors of the city of Bloomington to take immediate measures for the erection of three large, brick, three-story buildings, for the use of the public schools.

Had not the city suffered so severely by the recent fire, this move would have been made sooner. There are now four public schools in successful operation, under the following teachers: E. L. McCLALLAN, G. C. WHITELOCK, A. NORTH, and SARAH A. HUGGINS. Prof. SEARS, one of the originators of our Institute, is President of the Illinois Conference University, located at this place. Besides these there are a number of select schools.

LEROY.—Here I am, in this beautiful town. The cold and icy hands of winter have almost released their iron grasp, and the soft and gentle hands of Spring are busily at work in variegating nature and clothing the prairies with their wonted beauty. The Cumberland Presbyterians have established a seminary here, with Prof. N. H. ROACH at its head. It is conducted on the union-school plan, so that they may draw from the public school fund. This school is conducted in a manner which reflects great credit upon its teachers, and receives the confidence and patronage of the country around, as is shown by the number in attendance. Leroy should be proud of this institution.

JACKSONVILLE.—Well, Mr. Editor, here I find myself, in Jacksonville, the Athens of Illinois. Before me is the Insane Asylum; on my right towers up the Deaf and Dumb Asylum; on the left is the beautiful and well-proportioned Blind Asylum. Near by the asylum for the deaf and dumb is located Illinois College, among the oldest institutions of the State. Near the centre of the city stands the Illinois Conference Female College building, unsurpassed by any in the West; and, not least of all, the Public School buildings, with our friends N. BATEMAN at the head of one and Mr. BISHOP the other. These institutions are doing a work that is felt throughout the West. On my next visit I will post you up in regard to them more particularly.

THE TRUE TEACHER.—Not long since, while listening to the remarks of one of our teachers, the following was said: "Our first quarter is soon to close. No doubt it will be absolutely necessary for some of you to go home. But if there

are any who are compelled to go for the want of means to go through the term, remember that so long as your teacher has one penny in his pocket you will be more than welcome to stay and need not leave." This is the soul of teaching.

DEWITT COUNTY.—Clinton, the county-seat of this county, is beautifully situated on the Illinois Central Railroad. It is but a short time since the first district was organized. The citizens contemplate the erection of a large school-building the coming summer. Arrangements have already been made for carrying out this enterprise. They have now three district schools, under the direction of the following teachers: No. 1, DANIEL W. RUSSELL, assisted by E. ZORGER and LUCY MERRILL; whole number of pupils two hundred. No. 2, J. W. POWELL; whole number eighty. No. 3 not in session. Select school, Miss GRANGER; whole number for past six months seventy-five. These teachers realize the responsibility of their calling, and are at work with all their might. They have all subscribed for the *Illinois Teacher*. In a meeting held by the teachers and friends of education, a committee was appointed to take measures whereby the *Illinois Teacher* shall find its way into every district in the county and into the hands of every friend of education. Which county will be the next to imitate this noble example. Mr. LAWRENCE WELDON, the County Commissioner, an old teacher with a warm heart and an iron will, is determined that Dewitt county shall arise and be second to none in the great educational movements of the day.

HENRY, ILL.—On my way to this place from St. Clair county, I fell in with the Republican Convention at Bloomington. The whole proceedings were unanimous and enthusiastic. The Convention indorsed the action of the State Teachers' Association by nominating W. H. POWELL as candidate for the next State Superintendent. Mr. POWELL is well known to the friends of education and teachers of Illinois. In all our educational movements he has been in the front rank, willing to labor, ready to sacrifice; and, should he be elected, he will spare no efforts to make the schools in the Prairie State second to none in the Union. The children of Marshall county held a celebration here to-day. About nine o'clock procession after procession came in from the different parts of the county with their banners waving. In one instance I saw fifty teams, one following the other. About ten o'clock the ferry-boat from Lacon, crowded to the utmost with the delegation from that place, accompanied by a fine band of music, came up the Illinois river and landed amid the cheers of thousands who were gathered on the banks. The vast multitude, numbering about 1,400 children and as many citizens, escorted by the Henry and Lacon bands, marched to the grove, where seats were prepared for the occasion, to listen to the addresses. The speakers were Dr. HOAGLAND, the editor of the *Illinois Teacher*, Dr. BOAL, Mr. TALCOTT, and your humble servant. The utmost attention was paid to the speakers. At three o'clock the exercises closed and the children, happy and delighted, left the ground; and no doubt the citizens of Marshall county think as much again of their schools as ever before. The people of Henry have erected a large, two-story, brick building for the accommodation of their children. The teachers are Mr. O. H. BRITT, Mr. W. MILLER, and Miss C. MILLER. Number of pupils one hundred and seventy. Dr. HOAG-

LAND is City Superintendent. All who know the Doctor know what schools Henry will have soon. The North Illinois Institute is located here, under the direction of the Protestant Methodists. A commodious building, three stories high, will be completed by the first of September next for the reception of students. The school now numbers sixty members, under the supervision of JOHN W. PARRINGTON.

GRIGGSVILLE SEMINARY, a private school for both sexes, under the care of JAS. W. MACKINTOSH, occupies a spacious hall, with library, ante-rooms, etc. The aggregate attendance for eighteen terms was seven hundred and forty; average per term thirty-nine. Mr. MACKINTOSH says of the *Teacher*:

There is talent enough in the army of teachers in our State to furnish ample original matter for the columns of their magazine, and thus make it what it is designed to be, an *educational* journal."

Precisely so, and we have n't the slightest objection to receiving and publishing thirty-two pages of first-rate 'original matter' written by Illinois teachers for the *Illinois Teacher*. Send it along.

HOW HE DID IT.—Some time since we received a letter containing \$13. Here is a paragraph of a subsequent letter from the same teacher:

When I sent that money I paid it from my own pocket, and ordered the *Teacher* to the persons whom I supposed to be most interested in such matters. They have since paid me. I think if other teachers would do likewise they would not lose by the operation. Teachers should not rest satisfied until, at least, their school-directors have become subscribers.

ENLIGHTENED LIBERALITY.—The Supervisors of Woodford county recently appropriated one hundred dollars in aid of the County Teachers' Institute, and the School-Commissioner, J. G. WALKER, Esquire, proposes to examine all teachers free, on condition that they subscribe for the *Teacher*. If Illinois can't boast of noble friends of education we should like to know the reason why.

WHITESIDE NOT BEHIND.—Just as we are going to press, a note from C. B. SMITH, Esquire, of Sterling, announces that the Supervisors have ordered a copy of the *Teacher* for every district in Whiteside county, and adds: "So, you see, we are not so far behind in educational matters as we might be." We see it. Whiteside, hereafter, is entitled to a place in the 'vanguard'.

A SUGGESTION.—A member of the Committee on Books and Library suggests that attempting to ascertain the merits of a book from circulars is much like pronouncing whether a hen has laid a large egg or a small one from her cackle.

THE people of Lockport have seized the skirts of Progress and are on the march. Proposals are now being received to erect a large Union school-house. The expense is not expected to be less than ten thousand dollars.

PROF. NEWTON BATEMAN, so favorably known as a teacher, has resigned his place as Principal of a Public School in Jacksonville, preparatory to entering the field as agent for the State Teachers' Institute.

PREMIUMS.—HONORABLE A. B. CHURCH, of Princeton, having obtained the most subscribers (two hundred and fifty), is entitled to the 'Atlas', which we hold subject to his order.

MR. O. F. BARBOUR, recently a teacher in one of the Union Schools of Toledo, Ohio, has taken charge of the Union School in Plainfield, Will Co., in place of F. HANFORD, resigned.

WE forbear to mention which is the 'Banner County' till the meeting of the State Teachers' Institute, when the county will be publicly announced and the premium awarded.

W. H. WELLS, formerly Principal of Westfield Normal School, Mass., has been appointed Superintendent of Public Schools in Chicago, with a salary of \$2,000 per year.

PERKINS BASS, Esquire, has resigned the Principalship of the First-Ward School in Chicago and has become associated in a law firm of that city.

THOS. R. LEAL, of West Urbana, encloses \$2 and adds, "*The Teacher* must not fail." Our sentiments, exactly.

DR. C. C. HOAGLAND has consented to accept the Superintendency of Public Schools in the city of Henry.

As we predicted in our last issue, so it has happened. W. H. POWELL, Esquire, the Teachers' choice for State Superintendent, was endorsed by the Republicans in their late Convention at Bloomington. This is a compliment to the teachers and educational men in the State which will be appreciated.

BOOKS AND PERIODICALS.

THE GRAMMAR OF ENGLISH GRAMMARS. By GOULD BROWN. New York: SAMUEL S. AND WILLIAM WOOD, 261 Pearl Street.

NOAH WEBSTER has heretofore been claimed as indisputably the greatest of American authors—as the man who has exhibited the most profound erudition, and who brought to the completion of the great work of the eighteenth century the most earnest, persistent and indefatigable effort, and who, above all living men, succeeded best in producing such a work as will for ever stand, both a lasting monument to the wonderful genius of the author and a blessing to the race of man. But, while we would detract nothing from the honor justly paid to the memory of the great English Lexicographer, we confess to a large degree of sympathy with those who claim for the author of *The Grammar of English Grammars* the high distinction of being 'the greatest author of the nineteenth century'. The author, in his preface, says: "The present performance is, so far as the end could be reached, the fulfillment of a design, formed about twenty-seven years ago, of one day presenting to the world, if I might, some thing like a complete grammar of the English language." Mr. BROWN has certainly fulfilled his design, and his great work will hereafter stand side by side with that of WEBSTER in the estimation of mankind. In opening the volume of over one thousand royal octavo pages, most of which is in small type, the first sensation is that of wonder at the amount of labor that must have been expended upon it. We may justly conclude that the subject of philology has been exhausted, and that hereafter no attempts at the *ultimatum* of grammar will be made. Let every teacher of any pretensions in the State procure a copy and make it a constant companion in the school-room. Certainly no scholar can afford to be without it.

P.

HITCHCOCK'S ELEMENTARY GEOLOGY. New-York: IVISON AND PHINNEY.

The work before us, recommended by the State Superintendent, has reached its twenty-fifth edition, which is pretty good testimony of its appreciation by the public. It has extorted praise from our trans-Atlantic kinsfolks, who are not apt to go into ecstasies over American books, and is, so far as we know, without a rival in the place it professes to occupy.

THE SCHOOL VOCALIST. By GEORGE H. CURTIS AND FRANCIS H. NASH. New York: A. S. BARNES AND COMPANY.

This is a work of three hundred and sixty-seven pages, prepared for the use of academics, high schools, grammar schools, seminaries and adult classes. Of its merits we are not prepared to speak, for the very good reason that we can not tell the difference between 'Old Hundred' and 'Yankee Doodle'. We are not a musician. The work, however, looks inviting, and if it is half as good as it looks it is good enough. If it were only introduced, we have no doubt it would set the tongues of 'Young America' to dancing to the 'music of the 'Union', and all other music from Dunleith to Cairo.

A TREATISE ON PUNCTUATION. By JOHN WILSON. Boston: CROSBY, NICHOLS AND COMPANY.

We are indebted to HENRY NOLTE, successor to S. H. and G. BURNETT, for a copy of this work. The book has been extensively commended, and NOLTE needs no commendation. Every body in this part of the country supplies himself with books at his store. Mr. WILSON illustrates the importance of punctuation after this wise:

"A sailor going to sea, his wife desires the prayers of the congregation for his safety." But by an unhappy transposition of the comma the note was thus read: "A sailor, going to see his wife, desires the prayers of the congregation for his safety."

FIRST LESSONS IN THE HISTORY OF THE UNITED STATES. Boston: HICKLING, SWAN AND BROWN.

This little work, just published, is neatly printed, and embellished with six maps, together with cuts representing the 'Landing of COLUMBUS', 'Settlement of Jamestown', 'POCAHONTAS saving the life of SMITH', 'Landing of the Pilgrims', 'Indians setting fire to a house in Brookfield', 'Soldiers dragging cannon across the morass', 'British troops firing on the Americans at Lexington', 'Battle of Bunker Hill', and seven or eight more on related subjects. At the close of the volume is a series of questions, which may be used or omitted, at the option of the teacher. There is also appended a chronological table.

TEACHERS' MISCELLANY. By J. L. CAMPBELL AND A. M. HADLY, of Wabash College. Cincinnati: MOORE, WILSTACK, KEYS AND COMPANY.

This book comprises a series of articles, addresses, et cetera, by various authors. We have had time to read but one, and did n't intend to read that; but happening to open the book to the Address of TRUMAN M. POST, on the 'Study of the Classics', it was impossible to leave it until the end was found. If that be a specimen of the rest of the book, it is sure to have a large sale. We have laid it aside for another look.

[NOTE.—Our 'Teachers' Directory' is crowded out of this number. We will devote several pages to it in our next.]

ILLINOIS TEACHER.

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THE LOST ATLANTIS.

BY ALEXANDER WILDER.

WHO has penetrated to the sources of the sea, or passed through the depths of the abyss? Who can guide to the boundaries of the ancient Darkness, or knows the path to her domain? What skald was inspired to write the Saga, narrating the exploits of those long since forgotten—seemingly lost out of the world's memory? Gladly would we peruse some old Edda, chronicling the deeds of those master-spirits that once bustled on this earth of ours anterior to the dawn of the day indicated by our histories. How fraught with interest would be the annals of the Norman race, ever aspiring to the lordship of the universe; who, as heroes, filled Southern Europe with gods and demi-gods and peopled their mythology; who, as Hellenes, subdued the shepherd and agricultural Pelasgi of Greece, Troy, and perhaps of Eastern Italy; who brought devastation to the heart of the Roman Empire and built the monarchies of modern Europe. How far our explanations will solve the enigmas of the Past, is a matter of grave question. Parchment has proven too perishable for a record; we must interrogate the stones. Perhaps they will 'cry out' and give us a testimony. But even then we will need a man who can understand their language; one, perhaps, who had 'been in Eden, the garden of God'.

We interrogate the naturalist—him to whom the 'elder Scripture' we would suppose to be 'familiar as household words'. Of him we learn that Nature, like our own Yankee race, has ever been restless—unceasingly busy; that nothing, scarcely, which we now see, bears the same face that once it had. Our globe, our solar system, our universe, are ever moving onward, nor know a Sabbath in their labors. Every atom is constantly divesting itself of its older, that it may put on a newer form. The city in which we live was once the bed of a beautiful lakelet; the gentle Hudson an angry torrent. We have ascended the

Catskill, and there saw the evidences that even the 'everlasting hills' must inevitably crumble to dust and descend into the valley beneath. Every mountain is indeed destined to be brought low—every valley to be filled. Pass to the sea-shore, and there, too, is change. The ocean is here eating away the land, and homestead after homestead, deeded and recorded to 'heirs and assigns for ever', lie irrecoverably beneath the waves. The old worlds seem fading out of existence, while corals are assiduously aiding to create new soils, new islands and new continents. Geologists have pointed out the revolutions which our earth has undergone; yet it is more than possible that they are but slight compared with those just now commencing, which are destined to occur.

How must this world have looked when the Titans, the Nephilim and giants of old legends figured in its arena? Did behemoths and mastodons then rule any of these lands? Certainly; they had their day and passed into extinction and forgetfulness, leaving their skeletons for monuments to show where once they lived and disported on the earth.

We mentioned the ancient Nephilim—'mighty men of old, men of renown'. Of such as these we now have to inquire. There were such men once existing. MOSES tells of them in the frontiers of the promised land. ERATOSTHENES and MANETHO assure us that once they swayed the Egyptian sceptre. In the Genesis we are told that several nations of them served King CHEDERLAOMER. Others of them were vanquished in Mount Seir, by ESAU, the warlike son of ISAAC. There is much unknown about these people well worth the learning.

The legends of Athens are not less devoid of interest. Whether the early Atticans were an autochthonic race or not, certain it is that they possessed an almost incredible antiquity. The dedication of the city to the blue-eyed goddess, MINERVA, a Norman in her physiognomy, and a conferment upon it of her name, ATHENÆ, is perhaps fanciful. Yet we can not be uninterested in the story of the people of Atlantis, who are said to have once overrun that territory. We cite the story said to have been narrated to SOLON by Egyptian priests:

"First of all, let us recollect that it is about nine thousand years since war was proclaimed between those dwelling outside the Pillars of Hercules (at the Strait of Gibraltar) and those within them—which war we must now describe. Of the latter party this city (Athens) was the leader, and conducted the whole war; and of the former, the Kings of the Atlantic Island, which we said was once larger than Libya (Northern Africa) and (Southwestern) Asia, but now, sunk by earthquakes, a mass of impervious mud, which hinders all those sailing on the vast sea from effecting a passage hither. * * * To the gods was once locally allotted the whole earth, and that, too, without contention; for it would not be reasonable to suppose that the gods are ignorant of what suits each of themselves, or that, fully aware of what is rather the property of others, they would try to get possession of it through strife. Obtaining then a country, they reared us as their possessions, flocks and herds; guiding us as an easily-governed animal, employing persuasion as their rudder; and by working on the soul they governed the mortal

by leading him according to their own mind. HEPHÆSTUS and ATHENE (VULCAN and MINERVA), having a common nature, received this region (of Attica) as their common allotment, as being naturally familiar with and well adapted to virtue and wisdom; and after producing worthy men, natives (or out-births) of the soil (*autochthones*), arranged to their mind the order of their government. Of these men the names are preserved, though through their death and the long lapse of time all memory of their deeds has perished. The race that survived were unlettered mountaineers, who knew the names of the ruling people, but very little about their deeds. In this way were preserved their names without their history. SOLON said that the (Egyptian) priests, in describing the wars then waged, gave to those engaged in them such names as CECROPS, ERECTHEUS, ERICHTHONIUS, ERYSICTION; also the names of women. Besides, the figure and image of the goddess (MINERVA) shows that at that time both men and women entered in common on the pursuits of war; as in compliance with that custom an armed statue was dedicated to the goddess of the people of that day—a proof that all animated beings that consort together, females as well as males, have a natural ability to pursue in common every suitable virtue.

“In early times this country of ours had its boundaries fixed at the Isthmus and on the side of the other continent as far as the heights of Cithæron and Parnes, with Oropia on the right and the Asopus, as a seaward limit, on the left. By the valor of this region the whole earth was vanquished, because it was then able to support the numerous army. Many and extensive deluges having occurred during the nine thousand years, the earth loosened from the heights and finally disappeared in the deep. * * * * *

“POSEIDON (NEPTUNE), taking as his lot the Atlantic Island, begot children by a mortal woman—five twin males—and, dividing the Island into ten parts, he bestowed upon the first-born of the eldest pair his mother's dwelling and the allotment about it, this being the largest and best; he appointed him king of all the rest, making the others subordinate rulers—and giving to each dominion over many people and much territory. To the eldest, the king, he gave the name of ATLAS (*the endurer*), from whom, as the first sovereign, the island and sea both were termed Atlantis. * * * * *

“All these and their descendants dwelt for many generations as rulers in the sea of islands, and yet further extended their empire to all the country as far as Egypt and Tyrrhenia.”—PLATO, *Critias*, §§ 4-9.

The wealth of the dynasty is said to have been more abundant than ever before was known. The island was supplied with mines. The *orichalcon* was found there—a metal not now known. A vast abundance of edible fruits were produced; elephants and other animals were numerous. The arts were cultivated to a high degree of perfection. The subjected nations of Europe and Africa paid a large tribute. The government consisted of ten confederated states, as established by POSEIDON. For ages virtue, happiness and wealth reigned in the Atlantic Island. At length avarice and lust of power swerved them from their interior rectitude. But we will cite again the old story:

"Listen, SOCRATES, (said CRITIAS) to a story very strange indeed, but in every respect true, it having been related by SOLON, the wisest of the seven: * * * In Egypt, in the Delta, where the streams of the Nile are divided, is the Saitical region, the chief city of which is Sais, whence sprung King A-MOSIS. Its deity is called, in Egyptian, *Neith*; in Greek, *Athena*; and the people, accordingly, are great friends of the Athenians. Solon was received very honorably by them. On inquiring of the priests about ancient affairs, he perceived that neither himself nor the Greeks possessed, so to speak, any antiquarian knowledge at all. He once undertook to describe those events which had happened among us in days of yore, when one of the priests, an extremely aged man, exclaimed: 'SOLON, SOLON, you Greeks are always children, and there is not an aged Greek. * * * The transactions which you have related differ little from children's fables. In the first place, you speak of only one deluge of the earth, whereas there have been many before. In the next place, you are unacquainted with that most noble and excellent race of men who once inhabited your country, from whom you and your whole present inhabitants are descended, though only a small remnant of this admirable people are now remaining. Your ignorance in this matter results from the fact that their posterity for many generations died without having the use of letters. For long before the chief deluge there existed a city of Athenians, regulated by the best laws both in military and other matters, whose noble deeds are said to have been the most excellent of all that we have ever heard to exist under heaven.

"Your state and ours were formed by the same goddess (MINERVA), yours having a priority of a thousand years over ours. The annals of our city have been preserved eight thousand years in our sacred writings. * * * Many and mighty deeds of your state are here recorded in writing, and call forth our wonder. There is one surpassing them all; for these writings relate what a prodigious force your city once overcame when a mighty warlike power, rushing from the Atlantic sea, spread itself with hostile fury over all Europe and Asia.* That sea was then navigable, and had an island fronting that mouth (Strait of Gibraltar) which you call Pillars of Hercules; and this island was larger than Libya (Northern Africa) and Asia (Western Asia) put together. There was a passage from it, for travelers, to the rest of the islands, and from those islands to the whole opposite continent that surrounds the sea. For, as respects what is within the mouth here mentioned (the Mediterranean), it appears to be a bag with a kind of narrow entrance; and that sea is a true sea, and the land that surrounds it may most truly and correctly be termed a continent. In this Atlantic Island there existed a powerful confederacy of sovereigns who had conquered the entire island, together with many others, and parts, also, of the continent. Besides this they had subjected also the inland parts of Africa as far as Egypt, and of Europe as far as Tyrrhenia (Italy). The

*According to this authority, the Egyptians were an Asiatic people, the omitted context containing the expression, "We used first of all the Asiatics."

whole of this force, being confederated, undertook at one blow to enslave your country and ours, and all the territory besides lying within the mouth. At this period your country was universally celebrated for its courage and strength; for surpassing all others in greatness and martial skill; some times taking the lead of all the Grecians; and at others, left alone by their defection and thus involved in extreme danger, it still prevailed — vanquished the assailants, protected those who were not enslaved, and for all the rest of us who dwelt within the Pillars of Hercules it insured the amplest liberty. Afterward violent earthquakes and deluges brought speedy destruction; in a single day and night the whole of your warlike race was swallowed up by the earth, and the Atlantic Island itself was plunged beneath the sea, disappearing entirely. Since that, that sea is neither navigable nor capable of being explored, being blocked up by the great depth of mud which the sinking island produced.' "—PLATO, *Timeus*, §§ 4-6.

This story is referred to by many of the ancient writers. It would, perhaps, be demanding too much credulity to require us to believe it all a fiction. We pause, therefore, to inquire whether it was plausible. The description of the conquest does not greatly conflict with those of the old irruptions into the known world of the ancients. We have seen an attempt to show that the Atlantic people were ancient Northmen, who had sailed, as at subsequent periods, around the European coast and come into the Mediterranean; a circumstance which led the Egyptians to suppose that they were from some unknown territory not far distant from the Strait of Gibraltar. Others still, and we have been inclined to favor the opinion, have supposed that our own continent, older than the Eastern by ages, was the real Atlantis, that sent invaders to Europe and Africa long before history began. The subsequent dark period, during which the memory of this great people was well-nigh lost, would account for the declaration that the territory was submerged by a catastrophe not widely different in character from that which overthrew Sodom, Pompeii and Euphemia. It is certain that in Spanish America hoary-headed antiquity has a splendid home. Remains of cities, architecture resembling the Pelagic, ornaments like those worn by the Trojans and Greeks, religious emblems, all bespeak such to be the most reasonable solution of the enigma. Stucco work and paintings resembling Italian frescoes have been found in Central America. Trees a thousand years old are growing over ancient palaces. In Yucatan have been found ruins of magnificent houses, adorned with fresco paintings of blue and green, and apparently fresh. The skulls of men of the ancient races have been examined, containing teeth, some plugged and others artificial. Mines have been opened, which were wrought by the laborers of that remote period. The sacred lotus flower was also found among the sculptures.

We must, however, concede that there are also very plausible reasons for supposing that a continent or vast island, or perhaps a former part of our continent, once occupied a large portion of the Atlantic Ocean. The stormy character of that body of water, when contrasted with the Pacific, favors the opinion. Its relative shallowness is also an argument.

CLAVIGERO declares that between Brazil and Africa are seen remains of a sunken body of land; that they are also seen at the Cape Verde Islands and that vicinity; and he cites the sand-banks found by BAUCHE. The conformation of our shores indicates a sinking of the land, particularly along the Gulf of Mexico. It is very probable that the space now occupied by that body of water was once solid earth, of which the West India Islands are now all that is left. It is no great stretch of fancy to suppose the Azore, Canary and Cape de Verde Islands to have in like manner contributed the mountainous and higher portions of the lost Atlantis. Immense quantities of sea-weed may be seen floating in the water all along that region of the ocean. Scientific men may deride the idea as fanciful, yet they must not be allowed so much respect that their scorn should lead us to abandon an opinion which may be truthful. Immediately below the calcareous and sandy stratum of the soil of England is a river formation called *wealden*; a fact indicating that the rivers of the continent once were emptied there, and that Britain was built above it, by the coral and the ocean-wave, after that continent had perished.

The archeologists of the 'Beautiful Island' tell us that when HU GADARN arrived there from the 'Summer Land' he found only desolation; hence he called it *Clas Merddin*, to signify its gloominess. But we may have speculated long enough. Every student in the classics knows of ATLAS, king in the extreme West, who holds the heaven on his shoulder. It may be that this is a remembrance of that ancient, wise and opulent people whom the ocean buried, leaving to the storm to chant their requiem and Teneriffe to stand for their monument. If the souls of the dead from beneath, the waters and their inhabitants could speak, they might tell us the story. We then might know whether the lost land was the home of ANAKIM and NEPHILIM, or of Celtic and Teutonic men. Perhaps the question must always be left with Him who decideth in the high heavens; it may be veiled in the thick cloud that concealeth the face of His throne. He raiseth the ocean by His power, and by His wisdom He compels it to subside. A balance is made for the air, a course for the rain, a path for the lightning, and the waters are adjusted by measure. But it may be suffered to mortals to learn the matter; and the lords of the universe, restless as is Nature herself, may yet know the secret history which old Ocean seeks to hide for ever beneath the waves.

ALBANY, N. Y., May 26, 1856.

HELP ONE ANOTHER.—Sir WALTER SCOTT wrote: "The race of mankind would perish did we cease to help each other. From the time that the mother binds the child's head, till the moment that some kind assistance wipes the death-damp from the brow of the dying, we can not exist without mutual help. All, therefore, that need aid have a right to ask it of their fellow-mortals; and no one who has it in his power to grant can refuse without incurring guilt."

A I M S .

BY HENRY MEL.

“All mankind are students.” — BAILEY'S *Festus*.

How blest is he who loves Philosophy
 And the soft arts which beautify her seats.
 For him sweet Music trills her heavenly notes,
 And Sculpture winneth with a plastic skill
 The stubborn marble into form, and grace,
 And snowy whiteness. For him the limner
 Makes the landscape glow upon the canvas.
 The poet's lyre bringeth to his soul
 All soothing sounds of sweetness and of joy,
 Blending the melodies of Earth and Heaven.
 It ever is that true Philosophy
 Will find her pupils lovers of true Art,
 Unlocking with her keys the golden doors
 Of the wide Universe. Not ALL mankind
 Do love this outer life with such resolve,
 Or with such zeal do search the solitudes
 Of the wide world for truth and harmony.
 There is of life another realm, than which
 The bright blue girdle of the sweeping skies
 Is not more limitless or more profound —
 It is the heart of man. Here all are students;
 Yet how few do win the laurels Wisdom
 Her true pupils gives. He is the noblest
 Whose godlike nature strives for godlike ends.
 Aims should not sink but elevate the soul,
 Enable her to prove her march sublime
 And work securely for her radiant crown.
 Why are the balances of Earth so poised,
 Sun, Moon, and Night with all her polished globes,
 If not to teach thy spirit, as it rolls
 Through the bright realms of Thought, an equal poise,
 An undisturbed harmony and grace,
 That ne'er conflicts with its high destiny.
 There's not an hour but drops some golden truth
 Down at our busy feet, which we do shun
 For the bright glitter of the dust of Earth.
 Humanity is blessed in him whose soul
 Sublimely reads the lessons which they teach;
 Who with solicitude applies his ear
 To the deep throbbings of the earnest heart,
 Watching the low pulse of sorrow or despair
 Regathering strength, as it begins to feel
 The thrill of new-born passion in its veins.

There is a spirit in the human soul,
 That sits in sable garments all the day
 Wooing Philosophy with looks austere:
 Defies all barriers that would impede

Its fiery progress, for its purposes
 Do shake the harmony of all the spheres,
 Disturbing all our faith and all our hopes
 In Him who tempered the bright beams and sent
 Them down to Earth to win us back to Heaven.
 That morning grace, that noontide majesty,
 The eye of light and lip of eloquence,
 Which make Truth empress of the Universe,
 Come not to Earth but stay among the stars
 When mad Ambition and disdainful Pride
 Would jest and scoff at her divinity.

What light this life without, which rounds a globe,
 Gives form to crystal, color to the gem,
 Imprisons in a mountain's merest speck
 A mountain thought, sheds on our daily life
 And stimulates our zeal for noblest ends.
 These lessons of bright day, which every stroke
 Of Time doth number, thickly as the stars
 Do they enamel the bright brow of Earth.
 I would that man would learn of man the less
 And Nature more. She never lets him sink
 Who will become the pupil of her faith,
 But every step is up and on to good.
 She meets our sordid and subjective aims
 With sweet benevolence; forbids false pride
 In every look and motion: for when crowned
 With the bright jewels of her Summer reign,
 And wearing all the garments which her God
 Can give, she still receives her suppliants
 In the sweet spirit of humility.
 She aims to study all our sympathies.
 This sea of air, in its eternal change,
 Doth ever warble on her instruments
 Some melody to which the heart of man
 Responsive sings. Oh, then what sordid aims,
 Which minister to sense, do crowd his breast,
 Whose inattentive ear doth never catch
 These sounds and harmonies. What wonder, then,
 If all are students, that so few do learn
 Life's purest lessons, or do win its joys?
 Deity should govern and direct his aims
 Whose wing of thought would cleave unclouded skies
 And circle its own destiny with light,
 For He is love. Hence, true Philosophy
 Itself is love, for all being, whate'er
 Its nature—natural, angelic, human,
 Or divine.

TRUTHFUL SENTIMENTS.—In this country no young man need be unemployed. Wealth and respectability are conditions to which he may attain. He has no right to be idle; he has no right to be ignorant; he has no right to be vicious; and, generally speaking, no man has a right to be poor.

STATE SUPERVISION OF SCHOOLS.

HAVING stated what in our judgment is not only desirable but essential to the success of any proper system of public instruction in the general supervision of schools by a State Superintendent, we are sorry to be compelled to add that to attain to such a system as we have sketched is, at least for the present, impracticable. The next best system that is within our reach must then be sought for. We need not look far for confirmation of this opinion. We shall quote but one. The Honorable J. C. SPENCER, Secretary of State of New York, and *ex officio* Superintendent, remarks:

"A regular supervision is indispensable to the success of any private or public undertaking. There is not a department of the government which is not subject to some direct and immediate control, and no individual appoints an agent for the management of any business without reserving and exercising a superintendence over him. But to be of any avail the inspection of schools must be conducted by those who are competent to judge of the qualifications of teachers and of the progress of the pupils, by examination in the different studies pursued, and to suggest such improvements and modifications as will enable the student to derive the greatest amount of benefit from the schools. And time must be devoted not only to the schools and their teachers, but to the trustees and inhabitants."

Conscious of the necessity of such a provision, the framers of our law have endeavored to secure it by requiring directors to visit each school once a month, and the County Commissioner as often as practicable. But we need not official reports to show to what extent even the duty of visitation has been neglected. Directors do not feel interest enough in this duty to attend to it, and do not know how to perform it judiciously and to advantage. M. COUSIN, the celebrated author on public education, attributes the success of the schools in Holland almost entirely to the constant and unremitting inspection to which they are constantly subjected, and demonstrates that wherever schools have failed in other countries to meet the public expectation in the degree and amount of instruction, it has been owing to the want of such supervision. If our system, then, is not to be a failure, we must have that supervision. How, and by whom? We answer, unhesitatingly, by the County Commissioner. Make the duties of this officer more specific and definite — require him to devote as much of his time to it as is necessary for the proper performance of those duties, and give him such a salary as will justify him in so doing. In Pennsylvania, with the most marked and happy results, the school-directors of the several townships are required to meet once in three years and elect a County Commissioner or Superintendent and fix his salary. In some of the large counties this salary is fifteen hundred dollars a year, and it varies with the size of the counties and the interest of the directors. The Com-

missioner then gives his whole time to the work. He goes from school to school, and makes himself familiar with its whole operation — compares it with itself at other times — notes the condition of the house and its appurtenances — brings directors and parents with him to these visits, and shows them the advantages and the defects of their schools, and in public meetings of the inhabitants opens the eyes of their observation to see what is needed and how to meet the necessity. Then he gathers the teachers in township associations and county organizations, and helps and advises and encourages and stimulates them, combines their energies and brings these to bear upon public opinion. Out of township and county organizations result Teachers' Institutes, for which the County Commissioner provides the necessary facilities, the instructors and evening lecturers, and then closes his year's work by making to the State a reliable and full report of the condition of education in his county. All testimony from every part of the State concurs in the opinion that from the hour of the adoption of this plan the schools of that State have received a most favorable impulse, and one highly satisfactory in its results.

This, then, is the measure we would adopt. And we have in our present law some favoring circumstances. The compensation coming to this office from the percentage is in many counties enough to justify him in bestowing a large portion of his time on the schools. We would not now disturb that arrangement, though we should prefer that all the money raised from any source for schools should be devoted to the payment of teachers, the purchase of apparatus and a school library, and make the Commissioner's salary a county charge, like that of any other office. We will only add that this school-officer should be elected by school-officers, instead of by the people at large, as less likely to be brought within the vortex of party predilections. There are some other duties of the County Commissioner which may form the topic of another paper.

R.S.D.

PRACTICAL DUTIES OF THE SCHOOL-ROOM.

It is rather unpoetic, in any department of science or labor, to descend from finely-wrought and beautifully-elaborated theories to the sober realities of practical detail.

Especially is this true in reference to school-room duties, comprising, as they do, such an interminable list of items, many of which are so apparently insignificant that, oftentimes, the teacher feels self-convicted of belittling himself in so frequently repeating and so strenuously enforcing them.

How many an inexperienced teacher has had serious misgivings as to the nobility of his calling, when coarsely censured by some unthinking

patron for the futility of this regulation, the whimsicality of that, or the tyranny of the other; for, never having thoroughly and philosophically investigated the subject, he is unable fully and satisfactorily to explain the necessity of his seeming littleness; and he begins really to fear that he has chosen a profession that narrows the mind, deadens its nobler faculties, and suppresses the most genial impulses of human nature.

The fact, however, that the most successful teachers are those who give most attention to the details of the school-room, is a sufficient assurance of the importance of the subject, and a sufficient reason for continuing to bestow upon it earnest thought and attention.

Arrangement of Pupils. Much advantage may be gained by a systematic arrangement of pupils in the school-room. It should be the aim of the teacher, in the arrangement of his pupils, to secure, as far as possible, an adaptation of seats to the size of the scholars who are to occupy them, to facilitate the government of the school, and to promote the convenience of all its operations.

It is true that in too many of our school-houses the seats are but very poorly adapted to the wants of any pupil; still, with the worst of them there is usually some little choice of arrangement. If there must be any deviation from exact adaptation, it is better that seats be too low than too high; for, besides inflicting permanent physical injury, nothing is more provocative of restlessness and disorder in pupils than to keep their feet dangling in the air from morning till night, vainly stretching and striving for some other and firmer support than an aerial footstool.

To facilitate the government of school, scholars should be so situated that the teacher can see them all at a glance, and readily observe all their operations. For this purpose, the larger scholars should be placed in the rear seats of the school-room and the smaller ones in the front seats; and all, so far as is practicable, should face in one direction. Scholars if unable to conceal their acts of disorder generally abandon the attempt to annoy and betake themselves to more laudable pursuits.

But in addition to this, to promote good order, scholars should be relatively arranged with reference to their character, habits and dispositions. Scholars of warm attachments and high social qualities, mingled with a large share of mirthfulness, should be assigned seats considerably remote from each other; for, however desirable it may be that scholars be disciplined to resist temptations, it will hardly be found practicable to teach the useful lesson by placing temptations in their way. Neither children nor adults need to court temptation to discipline their virtues; the necessary and unavoidable ones will prove quite enough for such a purpose.

When more than one teacher is employed in the same department, reference must be had in seating to the convenience of simultaneously calling classes for the different teachers without interference or confusion.

It may not be practicable always so to arrange scholars as to secure all the advantages desirable; but if the teacher is fully conscious of what is desirable, he will be able to make the most judicious compromise which the circumstances will admit.

Arrangement and Care of Furniture, Neatness, etc. The teacher's desk and all its appurtenances, school apparatus and school furniture of every kind, so far as the teacher can control it, should, by their appearance and arrangement, palpably proclaim design, system, neatness and good taste.

Maps, charts, pictures, and all ornamental furniture that is furnished or that can be procured, should be so disposed as to relieve the bare walls and render the school-room pleasant and cheerful.

If loose seats are furnished, as they frequently are, for smaller scholars, they should be arranged in precise order; and to prevent confusion in calling classes, giving recesses, and dismissing school, the same order should be preserved every day.

Scholars should be required to keep their seats and desks in good condition and good order. However coarse and rough they may be, not even a pin-scratch should be allowed to deface nor a particle of dust to accumulate upon them. No books or papers should at any time be allowed to lie upon desks, except such as present use demands; and pupils should be required to remove every thing from their desks before leaving them for recitation, recess, or dismissal, as unoccupied desks covered with loose papers, slates, and half-open books, give the school-room a very slovenly appearance. No small bits of paper should be allowed any place either in or upon the pupil's desk. If a memorandum book is needed, or if it is necessary to conduct any of the exercises of school in writing upon paper, let pupils prepare blank-books for the purpose and preserve them.

Scholars should be held responsible for the appearance of the floor in the immediate vicinity of the desks and seats which they occupy, and should be required to keep it entirely free from dirt and litterings of any kind. For this purpose, the use of mats and serapers should be explained to them, and, if necessary, they should be taught and encouraged to construct or otherwise procure them.

Neatness in the personal appearance and habits of pupils should be required. It is not too much to expect of scholars that they come into the school-room with clean hands and faces and hair nicely brushed. While teachers can not too carefully avoid any comments or apparent notice of the quality of the clothing which pupils may wear, they are justifiable in requiring a tolerable approach to cleanliness. Poverty is no apology for filth, for water, like air, is free to all.

There is, of course, a proper manner of effecting a reformation in the personal appearance of children—one which will save the feelings of the sensitive or reach and arouse the dormant faculties of the stupid and careless. Filthy practices, such as spitting upon the floor and others of a similar character, should be carefully looked after and corrected.

The interest and zeal which the teacher manifests in these little matters of neatness, order, and the proper arrangement of every thing connected with the school-room, will greatly influence the conduct and habits of his pupils. If he is indifferent in regard to the subject, his scholars will be more so.

The teacher who, after kindling his morning fire, leaves the school-

room floor covered with ashes, wood and chips, the ceiling with cobwebs and the unarranged seats with dust; may safely calculate on having scholars who will use their desks to carve hieroglyphics in; the stove-pipe and the walls of the school-room to draw profiles on; the stove-hearth for a foot-scraper; and the half-filled, rusty iron basin simmering upon the stove to throw apple-parings into.

If, under some periodical excitement, the teacher, with a 'quid' in his mouth, gives his pupils a severe lecture on the importance of neatness, he may expect that they will manifest their appreciation of his precepts by energetically spitting upon the heated stove for the fun of hearing the fizzle, or in some other equally interesting way.

Besides serving as a pattern for pupils, unconsciously leading them into habits which will prove highly useful to them in after life, care should be given to neatness and order in the school-room; to the tasteful arrangement of maps, charts, window-shades, pictures and flowers, for the purpose of rendering it an attractive place—a place where children will love to congregate—a place which, with all its employments and associations, they will love to remember as the bright spot of their existence.

Order in the Movements and Attitude of Pupils. Scholars should be instructed to move softly about the school-room, and to 'lightly tread' on entering and leaving it. With a little care and perseverance on the part of the teacher, light walking in the school-room soon becomes an agreeable and involuntary habit, which saves both teacher and scholars much annoyance and inconvenience.

The attitude of pupils should at all times be dignified and graceful, and especially so during all opening exercises, recitations, or when addressed by their teachers or any one else. During opening exercises scholars should assume a uniform position of some kind, and retain it until the close of such exercises. They should have nothing in their hands, nor any thing lying on their desks. As their whole attention should be given to their teacher, nothing should be allowed which would have any tendency to divert it.

Scholars should not be allowed to whisper or communicate in the school-room without special permission. Whether permission should ever be given for whispering I shall not attempt to decide, as it is a subject which, alone, might well occupy the space of one article; but if it is given it should be at regular intervals. Scholars should not be at liberty, at any time, to ask permission to whisper; for the questions themselves would soon become a greater annoyance than the whispering. The necessity of entire prohibition is much greater in large and crowded school-rooms than in small schools; hence, what would be considered imperative and indispensable in one school might not be best adapted to promote the prosperity of another. There is little danger, however, of carrying system and order too far in any school.

The teacher while hearing recitations should not allow scholars preparing their lessons to interrupt him with any questions, either about their lessons or any thing else.

For the purpose of giving opportunity for all necessary questions, a

sufficient space of time should be appropriated between recitations; and if pupils meet with insurmountable difficulties when the teacher is employed, they should reserve them for the appropriate time for clearing up such difficulties, the pupils, in the mean time, learning all that portion of the lesson which they can comprehend. But even at the appropriate time for asking questions, the manner of doing so should be prescribed. Pupils should manifest their desire to speak to their teacher by raising the right hand, not high above the head, but to a graceful height; and the teacher should indicate his readiness to give them audience by calling their names, or silently, by an inclination of the head or some other appropriate signal; and the pupil receiving the signal should rise from his seat and go to the teacher before asking his question, unless, from the large number of questions to be answered, the teacher should deem it more economical to pass around among the scholars and answer their questions.

But in no case should the practice of speaking to the teacher across the room, in a loud voice, while retaining their seats, be tolerated in pupils. It is a disrespectful mode of addressing the teacher, and produces confusion, especially when three or four pupils, in different parts of the room, are at the same time prepared to pronounce their teacher's name, all asking him questions so different that the fragments of each which he can understand constitute a school medley which he can neither answer nor comprehend.

But the practical duties of the school-room are far too numerous to be inserted in one article; and the thousand important things yet unmentioned must be reserved for some future time.

A. B. WEST.

Ohio Journal of Education.

PLAN FOR AN AGRICULTURAL SCHOOL.

BY PROFESSOR JOHN A. PORTER.

AN Agricultural School worthy of the name is one of the most evident and pressing needs of the country. We are to a great extent a nation of agriculturalists, yet without an institution in the whole length and breadth of the land which furnishes the proper instruction to the agricultural community.

The wants of the country in this respect are obvious. First, a well-stocked and well-furnished farm, fully up to the standard of the best agriculture in the world, to show what the best existing practice is. Secondly, an experimental farm, to improve on the best practice and advance the cause of agriculture. Thirdly, the means of instruction in all the sciences connected with the culture of the soil.

The Farm should comprise in its buildings and yards all of the improved arrangements for the feeding and wintering of stock—all of the manure-saving and manure-making and labor-saving contrivances—all of the improved machinery and implements which have been submitted to the test of experience and proved to be of economical value. Every thing should be planned and constructed from the outset with a sole view to economy and profit; and in the subsequent history of the farm it should be regarded as successful just in proportion to its pecuniary returns. The farm should be stocked with cattle and horses, and all other domestic animals of different breeds, including as great a variety as possible, in order to show the characteristics of the different races and give to pupils the opportunity of studying their peculiarities. It should be under the superintendence of a thoroughly-practical business man, and be conducted at his own risk and for his own profit. Model farming, in any practical and economical sense of the term, is not likely to be realized on any other plan. It is by no means so important that the farm should be the best farm in the country, as that it should be the best-managed farm. If it should furnish obstacles to be overcome in the character of its soil, necessity of draining, soil-mixing, or other improvements, so much the better, rather than the worse. The farming of a rich virgin soil calls for no aid of science and demands no skill. The obstacles are just what are wanted to illustrate what skillful, scientific farming is, where the farmer, as well as nature, has some thing to do.

The second great want of the country, in an agricultural point of view, is an *experimental farm* connected with the practical farm as above described, and devoted to experiments in scientific agriculture. The subjects for experiment of practical importance to every farmer are innumerable. Rotations of crops, admixture of soils, the preparation and use of manures, the diseases of plants, the introduction of new plants, are a few among the number. The experimental farm should be under the control of chemical and other Professors, for experiments in their several departments; and be regarded as purely experimental ground, where the idea of immediate profit should not interfere in the least degree with perfect freedom of investigation. The other or main farm being conducted with a view to profit alone, the accounts of the two should be kept entirely distinct, and all material passing from one to the other should be paid for with a fair equivalent.

The directors of the experimental farm would have occasion to superintend experiments in feeding and in the dairy, which would be best made on the associated practical farm, and would increase to some extent the labor there required; but this also should be paid for, and the character of the latter, as a solely practical farm, be in all respects maintained.

The experimental farm would not probably be remunerative in a pecuniary sense, but it would be the means of testing for the associated farm and the country the value of suggested improvements—of teaching the science of experiment to the pupils of the institution, and from time to time of bringing to light new and important truths in Scientific Agriculture.

A *Museum of Agricultural Products* is another essential feature of an agricultural institution such as the country needs. It should exhibit grains, roots, fruits, woods, in all their variety. Its collections would serve for the purpose of illustration in lectures on agricultural botany and physiology. A botanical garden connected with it would add greatly to its value.

A *Collection of Agricultural Implements* should also form a part of its means of instruction. These would serve as illustrations of lectures on the mechanics, in which these operations would be explained and their comparative merits considered.

A *Veterinary Hospital*, for the treatment of diseased animals in the vicinity of the farm, would also be an essential feature of the plan. It should be under the charge of a competent veterinary surgeon, who would give instruction in the nature and cure of the various diseases to which animals are subject.

The principal branches of science which should be taught in an agricultural school are chemistry, meteorology, mineralogy, zoölogy, animal and vegetable physiology, veterinary medicine and surgery. To these may be added surveying—a knowledge of which is of the utmost convenience to the farmer, and should form a part of a liberal agricultural education.

Chemistry stands prominent in the list, in view of its superior and acknowledged importance. Agriculture aims at the transformation of earth and air into grain and wood and fruit. The process is, in a great part, chemical. Every dung-hill and compost-heap and square foot of soil is a laboratory. Every farmer, whether he would be or no, is a chemist from the very nature of his profession. But it is in his choice to be an ignorant one, or to possess himself of the knowledge of the properties and mutual relations of the materials with which he deals. This knowledge he needs, and must obtain from the scientific chemist. It is none the less necessary if he never makes an analysis. It makes him a rational and economical experimenter, and thus puts him on the road to advance in his profession.

The importance of mineralogy and geology, which treat of the materials out of which soils are formed, and from which they derive their character, whose principles guide the agriculturalist in his search for fertilizing materials and frequently furnish him with the most valuable hints in locating and improving his lands, is equally obvious.

The importance of meteorology, or the knowledge of the relations of heat and moisture to the atmosphere and the soil and the plant, and of the laws on which change of weather depends, is no less apparent.

Although not necessarily of every day application, all of these branches form, properly, part of a liberal agricultural education. And so of all the other sciences which have ever been mentioned. The enterprising man, possessing such knowledge, will find abundant occasion for its application and abundant suggestions in its possession.

On the value of a knowledge of the principles involved in the breeding of stock, and the laws on which its improvement depends—of the diseases of plants and animals, and of insects injurious to vegetation

and the means to be employed against them, it is needless to dwell. Instruction in all these branches should obviously form part of an agricultural course.

What a centre of light would such a school as is here described be to the whole agricultural community! All purported discoveries in Agriculture would come to it to be tested, and important truths developed by experiment would go forth from it to the world. Through its public museums, its well-arranged buildings, its variety of stock and latest improvements in every department, open to the public, it would become the direct instructor of the whole farming community. Through its pupils it would disseminate the varied practical information which its course would furnish. And, beyond all this, it might be made the means of eliciting the experimental labor of hundreds of intelligent farmers throughout the country for the decision of the important agricultural questions which are as yet still unsettled.

Prairie Farmer.

A TEACHER'S PLEDGE SACRED.

INDECISION of character has enfeebled the efforts and success of more teachers than all other faults put together. Many a young man has commenced his career as a teacher with bright prospects and high hopes, but for the want of determination has shipwrecked upon the first rock, and all his expectations for the future have been blasted in a moment. Many a young lady, strong in intellect, favored and blessed with a highly-cultivated heart and mind, and imbued with an ardent love for teaching, has entered the school-room doomed to disappointment for the want of decision.

Pledges, when made, must be fulfilled. It may be said they may be inconsistent. Granted; but should they be? If the pupil learns the lesson once that his teacher has pledged himself to do that which is wrong, can he then have confidence in him? And when confidence is sacrificed, is not all respect due him from his scholars gone? First with wisdom make your pledges, then always carry them out. How often is it the case that the teacher says to the pupil, If you do not have that lesson to-morrow I will punish you. The morrow comes—no lesson, no punishment. Another says, If you are not here in time to-morrow, I will whip you. He comes late, but no whipping. Another says, If you do not come in immediately, when the bell rings at recess, I will surely report you to your parents. The very next time he is late; but there is no report made. Another says, Just so sure as you whisper again I will expel you from the school. The whisper is made; but there is no expulsion. So the routine of daily lying goes on from week to week, and at the same time the teacher has no compunctions of con-

science. Can a teacher expect to succeed when his veracity is sacrificed, perhaps the first day; when the confidence he wishes to create in the minds of his pupils is blighted from the first for want of decision? Can a teacher expect to command the respect of his pupils over broken pledges? No, never. As well might the robber expect to command the respect of the robbed; as well might the slanderer expect to have the confidence of those he has innocently slandered. Behind those sparkling eyes are golden gems of intelligence, of immortality, that peep through and read every wrinkle of the face, every turn of the eye, and every thought of the mind of the teacher, as plainly as though written out in vivid letters of gold. The teacher is the lesson, the pupils are the readers.

And what is the result of such a course? Instead of teaching our pupils to carry out the great Golden Rule, 'Thou shalt not lie', we, by example, teach them that it is right to lie. Instead of laying the basis of unsullied veracity in the character of our pupils, we sap the very foundations of all truth, and by the overwhelming influence of example create a habit of falsehood, once formed almost impossible to overcome.

I am aware that teachers do not intentionally pursue this course, and thereby for time and eternity injure their pupils, and perhaps meet with disgrace and expulsion for not fulfilling their pledges. But is there not a wrong some where? and where does it rest but on the teacher? Will it suffice for him to say to his injured pupils in a future day, I was careless; I know I did not do as I should have done? It will then be too late to make due recompense. The time will come when the responsibility of such a course will rebound upon the teacher himself and overwhelm him with shame and confusion. He is throwing around himself a power of habit that will prove his ruin for time and eternity. A habit of indecision, once formed, hardly ever is overcome. Let our only rule in the school-room be the rule of right; and when, governed by this principle, we make a pledge to our pupils, never, under any circumstances, vary therefrom. We live to re-live again in the hearts of our pupils. The lessons of right we are imparting to the present generation will be transmitted by them to the generation following. Thus the teacher of to-day lives to live again, far down in the vista of time, in the hearts, affections and minds of the last generation that shall people the earth. How important, then, is decision of character to the teacher. How careful he should be in making pledges; but when once made, how sacred.

D. W.

BLOOMINGTON, July.

SUGGESTIVE QUESTIONS.—1. What is meant by 'perpetuating the Napoleonic Dynasty'?

2. What reason for calling the young French prince 'King of Algiers'?

3. Who was styled 'King of Rome'?

4. What ruler of France was styled 'Citizen King', and why?

PIC-NIC AT GALENA.

YESTERDAY was a joyous day for the little folks of this city. The scholars of the Public Schools, in number about five hundred, formed a procession at the corner of Gear and Spring streets, and, preceded by the Band, marched through Main street to the Grove. Then followed declamations, songs, and music by the Band. Addresses were delivered by Reverend GEORGE WOODWARD, City Superintendent, Doctor BRANCH and C. B. DENIO. Mr. DENIO spoke eloquently with reference to the school-tax, and rebuked the unwise parsimony of those who were eternally crying it down. It should be increased until it was ample enough to educate free every child in the State. The free schools must become THE schools.

Mr. HICKS, a young man connected with the *Daily Advertiser*, read an excellent poem, after which Mr. HAYS made a few remarks in behalf of the teachers, and then announced that dinner was the next thing on the programme. The children formed a circle some fifteen rods in diameter, and seated themselves on the verdant carpet kindly furnished for the occasion by Dame Nature. The half-hour passed quickly and pleasantly in eating, chatting and smiling, with occasional episodes of hearty laughter.

Banners, finely decorated and inscribed with appropriate mottoes, floated in the breeze. Among the mottos I noticed—"The Free Schools are the People's Colleges," "Tall oaks from little acorns grow," "There are no 'I can't's' with us," "We never say fail."

Take it all in all, it was a delightful affair for parents, children, and teachers, and will be long remembered and yearly repeated.

C.H.S.

GALENA, Illinois, June 14.

[We subjoin an extract from the poem read on that occasion by Mr. HICKS. The part we have selected consists of two pictures—the 'Ballot-Box' and the 'School-Room':]

BALLOT-BOX.

Two scenes I've witnessed in my natal land,
Two noble scenes, the which to witness thrills
Each patriot's heart with pride; and as his pulse
Beats high with hope, and with prophetic eye
The pregnant future sees, he thanks his God
That he may call this glorious land his home.

One day I saw the freemen of our town
Together met, as bent upon a serious, yet
A pleasing task. I saw the miner there,
With garments hidden 'neath a double coat
Of golden ochre clay, and whose great hands,
Made rough and strong by constant use of pick

And gad, did well-nigh crush, though all unmeant,
 The softer fingers of his clerkly friend,
 In warmth of honest greeting. I saw
 The merchant and the banker there, not proud
 Of wealth, but proud that they were free, and could
 With freemen act, and counsel take. I saw
 The brick-layer there, for he had left his work
 His fellow-citizens to meet; with them
 T' enjoy his highest right—with them discharge
 His duty to his country and himself;
 He had no craven, cowering look, but form
 Erect, and brow uplifted to the crowd,
 Who listened to his earnest words with ear
 Intent, and not a man was there who did
 Not feel that pressure of his sun-burnt hands
 Were honor more than patronizing smiles
 Of titled lords. Mechanics met with limbs
 Of law, the preacher met the layman there,
 The man of science counseled with the man
 Of daily toil, and each one felt himself
 A man, each freeman knew himself the peer
 Of haughtiest, peerest man of earth. I saw
 These freemen, all in turn, express their will
 By dropping bits of printed paper in
 The ballot-box. More powerful, these, than hosts
 Of valiant soldiers, armed with sword and gun,
 For they contain the wondrous power of thought,
 The potent power of freemen's will, and might
 A revolution make, nor shed one drop
 Of human blood.

No grander scene this world
 Presents than that, and well may freemen's hearts
 Beat high with joy and hope, to see this scene,
 And of this scene to be themselves a part.

PUBLIC SCHOOL.

Now turn we to another scene—than that
 Less grand; for that is highest act of man,
 This, preparation thus to act. A scene
 That's full of brightest hope, and cause of faith
 That noble freemen will succeed the free.

One gladsome, sunny morn I stood upon
 Yon rock-bound hill, which proudly overlooks
 Our busy streets. I saw a school-house near,
 And groups of children coming up the path,
 Whose every step on step, and steep ascent,
 Does constant, sternly teach that there is found
 No easy, flowery path by which to gain
 The longed-for, rugged top of *Science Hill*.
 We'll gaze not on the busy scene below,
 Where men are hurrying here and there, with weight
 Of business cares upon their minds—nor watch
 The quick and deep and loud pulsations of
 The steel-ribbed courser, panting to be free,
 To finish well his race with winds of heaven—
 Nor stay to note what beauty, ease and grace
 Combined, our splendid steamers e'er display,
 While gliding o'er and gayly thrusting back
 The waters of our grandest stream, the West's

Great pride; but, as we hear the school-bell toll
 The hour for studious thought, we'll enter with
 The children there. Arranged along the forms,
 All in their proper seats, with open books
 Before them on their desks, and eager eyes
 Upon the printed page, the scholars con
 Their lessons o'er, and thus renew the work,
 The daily task, of bringing up from out
 The well of truth some bright and sparkling gems,
 Whose lustre ne'er will fade, although outshone,
 In after times, by those of richer hue,
 Found deeper down. Each day, perhaps, will ope
 To them an almost boundless sea of thought,
 To traverse which, when older grown, and when
 Their present fragile bark is stronger made
 By many iron rods of truth, and filled
 With steady ballast of this same stern stuff,
 Will be their high ambition. Sailing now
 Upon the shallower sea, that passes through
 The Day-Dream Land, they learn to turn the helm
 Aright, and trim their sails with careful skill.
 Oh, 'tis a pleasing sight—those many minds,
 Which yet, in time, may grasp a grander truth
 Than NEWTON brought to light, now conning o'er
 The simplest tasks, and climbing upwards, step
 By step, with feeble strength and frequent rests,
 To reach the height of mental manhood, while
 Their teachers point the way, and render aid
 In times of need. A pleasing sight is this,
 And yet a fearful one; for there, within
 Those school-house walls, they learn what ne'er may be
 Unlearned; and what they learn each day is fraught
 With grand results—'t will be their rule by which
 To act when grown to be the moulders of
 Our country's destiny.

The recess time

Has come, and now upon the play-ground green—
 Which, years ago, was trampled o'er and o'er
 By those we know as merchants now—the school
 Assembles, eager to relax their minds
 By wearying of their limbs. If any where
 On earth there does exist a true, a pure
 Democracy, we'll find it here, upon
 The play-ground of the public school. We'll find
 No playmate there with curling, scornful lip
 Of snobbish pride, no caste, and no respect
 Of persons there. Each one is deemed to be
 Just what he is—no more, no less—not what
 His tailor made him. Leader of the band
 Is he—the miner's son or merchant's—who
 The ball can throw with truest aim, can use
 The bat with greatest skill, can overleap,
 Out-run, out-wrestle all his little friends,
 Whose kite the highest sails, whose knife is lent
 With readiest will to do the whittling of
 The school. A pure democracy is this.
 No smoothly-spoken demagogue can gain
 High honors there, and no fictitious zeal
 Be palmed upon those embryonic men

As merit true. And 't is the same within
The school. She gains the prize who studies most,
And she must sit among the grinning boys
Who dares to disobey the rules. The best
Of scholars will be honored most, although
The feet may be unshod, the garments coarse,
The parents poor.

SCHOOL-FUNDS.

THEY are very good in their place, and are always raised for a benevolent purpose, whether rightly applied or not. And we may say that they are almost always benevolently applied, notwithstanding the children of those patrons whose property has been taxed to furnish the funds may never receive any direct educational benefit from the same.

I am now teaching school in a district where never more than one or two feeble schools have been taught, and for which, or for no more, can the majority of the inhabitants be entirely to blame. I place the blame upon our school-law constructionists in some degree, and heap the remainder on school-officers and school-teachers. It does seem that the law-makers might, in some degree, find out the real needs of a lame district. Every district has not within its limits a sufficient amount of ability and energy to organize and discharge the duties required by the law to secure the funds apportioned to them; and because it so happens, other districts get their funds, leaving them to struggle on in their ignorance until a better state of official management relative to school-funds rolls round. School officers and teachers can see clearly how some districts, year after year, lose their school-funds, and the Legislature goes on uninstructed relative to the inefficiency of the law to do good to the poor and needy.

I have been teaching in township 10 : 11, in Clark county, much of the time since 1850, and have noticed the operation of the school-law in this and other townships, and the different ways the school-funds have been apportioned by the same section of law. Law ought to be plain in construction, to accommodate the moderately learned in many townships and districts. Our school-law is now justly looked upon by the people in some districts as tyrannical, because their funds can not be kept in the treasury until they may find a teacher who will serve for the same. The school-law should be so changed as to set apart a district's funds at every distribution, until arrangements be consummated to call them out to pay a teacher. If the funds of a district have accumulated, in consequence of not having a house, or from failure to secure a teacher, or in consequence of not being organized, it is the very place where a teacher of pure philanthropy would go—assist them in

organizing, teach a school for them, converse freely with the directors relative to school-law, its offices, duties of officers, and leave the district with a sufficient amount of energy and interest to make the future work of sustaining a school one of ease and profit.

School-funds should be held in the hands of a township treasurer at least two years for an unlucky or unorganized district, and then, if no effort be made by teachers, officers, or its inhabitants, a transfer might be made of the amount to the principal, or the money be expended in the district for the erection of a school-house.

There seems to be quite an amount of feeling in this section of country in reference to the law precluding the possibility of the weaker districts receiving the benefit of the fund raised from their property by taxation. It is hoped that the *Illinois Teacher*, in its zeal to educate the children in every district, will say some thing in favor of making provision to secure schools in every unfortunate district. Districts can not so well be forced as enticed to make arrangements for a school. If teachers (quite an interested party) do not know this they can easily learn it upon visiting districts where their duties eventually call them. The *Illinois Teacher* is complaisant and instructive, preaching reform quite eloquently, and perhaps will say some thing for the benefit of such as would be reforming were the reforming hand lent in aid.

E. D. HALL.

DARWIN, Illinois, June 17, 1856.

FOR SCHOLARS WHO READ.—I once saw a picture representing the interior of a room which seemed like a prison, and was dark and gloomy except when the light of the setting sun came through the small, grated window. In one corner of the cell was a rude couch, on which was sitting a venerable-looking man. His countenance was calm and serene, and he was painting upward. There were a number of persons standing around him. One was in the act of presenting a cup to him, but with apparent reluctance, for his head was turned away, his face was covered with his mantle, and his attitude was indicative of grief. My curiosity was excited, and I learned that this venerable man was an ancient philosopher who had been condemned to drink poison for expressing his belief in the immortality of the soul. Just before his death one of his friends said, "I am sorry you die innocent;" to which he replied, "Would you have me die guilty?"

How many can tell the name of this philosopher?

In what country did he live?

Explain the manner of his death.

At what hour did he die?

I should like to have you read about this man, so as to be able to give me an account of the most interesting circumstances connected with his life. Who will do it?

E. W. B.

Rhode-Island Schoolmaster.

EDITOR'S TABLE.

WITH real sorrow we place this letter before our readers. Our best wishes, however, will go with Professor BATEMAN wherever he goes and to whatsoever calling:

GENTLEMEN OF THE ILLINOIS STATE TEACHERS' INSTITUTE: It may be known to most of the readers of the *Teacher* that after much hesitation I decided to accept the agency to which I was most unexpectedly elected at the last meeting of the Institute, and that I recently resigned my post as Principal of the Public School in this place in order to enter fully upon that work. Circumstances wholly unforeseen and beyond my control now compel me to throw myself upon your indulgence and to ask a release from that obligation.

Although I could not acquiesce in the wisdom of your choice, and have never been able to approve of my own judgment in deciding to accept the honor, yet, after all that has passed, I can not yield to the necessity that compels me to abandon the field without the most sincere regret; chiefly because I have been the occasion, though most unwillingly, of preventing the appointment of some one who might have entered at once upon the work; and because my withdrawal at this late day will, I fear, disappoint the just expectations of those from whom I have received many tokens of kindness and regard, and the favor of whose friendship I shall not cease to cherish.

For the great forbearance and uniform kindness which you have ever extended to me, please accept my warmest acknowledgments.

My interest in the great work of redeeming our beautiful Illinois from ignorance and vice and crime, and planting upon her soil a system of schools commensurate, in dignity, efficiency and extent, with her present and prospective wants and greatness, is, I need not say, unabated. Any influence or service that I may be able to render in furtherance of this, the great object of my life, shall always be cheerfully given.

I am, Gentlemen, with great respect, yours most truly,
JACKSONVILLE, Illinois, July 11.

N. BATEMAN.

SPIRIT OF OUR EXCHANGES.—The *Massachusetts Teacher*, grown so scholarly and interesting under the guidance of Professor ALPHEUS CROSBY, leads off, in the June number, with an obituary of that prince of school-masters, NICHOLAS TILLINGHAST, for thirteen years Principal of Massachusetts State Normal School, at Bridgewater. He was

one of the great men of the age, and 'still lives'; though, alas! we say 'he *was*'. His memory, like that of ARNOLD of Rugby, will brighten as time rolls on. His character as a teacher may be gathered, in part, from the ensuing extract:

As a teacher, Mr. TILLINGHAST had many striking characteristics. In the first place he acquired a power over his pupils—men and women—that we think is seldom attained. To mere lookers-on it appeared like a sort of fascination, and even to the subjects of it, the pupils themselves, it was often a mystery: for he used none of the arts commonly practiced to secure the good opinion and confidence of men. On the contrary, his manner toward those who were not more or less familiar with him was some times thought to be cold, distant, reserved. Even the intercourse between him and his pupils was far from being of that free and easy kind which often renders school so pleasant. And yet we venture to say that the instances are very few in which a teacher is so earnestly, and at the same time so universally beloved by his pupils, as was Mr. TILLINGHAST; and, we may add, a happy man is he that is so. The true secret of all this power of his over his pupils, which enabled him to mould their characters in a great measure to the pattern of his own, and of the remarkable affection which they entertained towards him—the secret of all this lay in his personal character, in that quiet but unflinching devotion to principle, that heroic and *real* abnegation of self, which, to those who knew him intimately, appeared as the ruling trait of his moral nature. His words were few, but weighty with wisdom: and yet, not so much for what he said as for what he *was* did he exercise so positive, so salutary, and so extended an influence.

His intellectual processes were characterized by thoroughness and accuracy. He looked to the foundation of every truth, and delighted in tracing out as many as possible of the relations of every principle and every fact. His examination of a scholar in recitation was most searching, turning up, as it were, from the profoundest recesses of the mind every error, every false notion, and exposing every illogical process. He had a peculiar skill in discovering an error in a mathematical process. Even in a long operation, involving many subordinate ones, and requiring a large amount of written work, Mr. T. could almost in an instant discover any mistake wherever it might lurk among the wilderness of figures and symbols. A man possessing such mental qualities could hardly fail to strike out for himself many new methods, and to awaken a desire for original investigation in his pupils. We find, accordingly, that self-reliance in respect to their mental processes was a lesson almost universally learned by those who, for any length of time, enjoyed the benefit of his instructions.

It ought to be stated, in this connection, that he had very little pride of intellect. Upon himself and his work he placed an exceedingly modest estimate. Many years since, a person willing, perhaps, to create a little feud between Mr. T. and another gentleman, said to the former, in a very confidential way, "Mr. E. says that you are very little of a mathematician." "That is so correct an opinion," was the answer, "that I see no cause either for comment or for withholding my confidence from Mr. E."

One of the humble, but exceedingly appropriate virtues which he took much care to cultivate was that of punctuality. The habit of punctuality and regularity had no doubt been strengthened in him by his experience in the army. But, aside from this, he was punctual and regular from principle. Only once, we think, during the thirteen years that he was at the head of the Bridgewater School, was he late, and that once no one who was a pupil at the time will soon forget. So remarkable a thing was it for Mr. TILLINGHAST not to be at his post at the moment for beginning the exercises, that it was thought he must be prostrated by sickness, and a committee was appointed to proceed to his house and ascertain the facts. This committee found him quietly walking his parlor, awaiting, as he supposed, the hour for opening the school. He had just examined

his watch, and although that really indicated the correct time, yet, by some strange mental hallucination, he supposed he had half an hour to spare.

Another striking trait in his character as a teacher was his strong aversion to any thing like display in the school-room. So much was he influenced by this feeling that it has been frequently said that his public examinations were much less interesting than his ordinary recitations. This is a characteristic that we should like to meet more frequently in the schools.

Mr. TILLINGHAST was educated at West Point, and destined for the Army, in which he served some two years. He was then recalled and appointed Professor of Ethics in the Military Academy, and from thence went to Bridgewater.

THE leading article in the *Ohio Journal* for June is the address of Reverend D. S. BURNET, on the Life and Services of Doctor JOSEPH RAY. After a graphic survey of his childhood, education and early manhood, he thus sums up his labors at Cincinnati:

He never ceased to be a student. Labors crowded upon him. He became a teacher in the department of Mathematics in the Ohio Mechanics' Institute. In December, 1845, he received the chair of Mathematics in Woodward High School, shortly after that time exalted to a College. In 1837, Ray's first Arithmetic was published; and in 1843, the third part of his Arithmetic. In 1847 he commenced his Algebra, part first, which in due time was followed by part second. When, in 1851, the College was merged into the city schools, and became one of the two Cincinnati High Schools, Doctor RAY was made the Principal, in which post he continued till he dictated and signed his resignation, the day before his death.

The paragraph describing his position and death is beautiful:

He had arrived at a commanding position; his usefulness was increasing; the old Woodward, warehouse-like edifice, was razed to the ground, and the new structure, more costly than any other scholastic building in the Queen City of the West, was rapidly approaching the top-stone; his own dwelling was being supplanted by a lordly mansion; his Mathematical series, already the school course of the West, was growing, under his pen, into a system; his only son, and only child, was being settled in life; all his dreams and anticipations were approaching realization—when his friends were compelled to sound the alarm in his reluctant ears. Pulmonary consumption, the foe of his family, was already intrenched behind his vital powers, and it is decreed that he must fall in the moment of his victory. It was difficult to persuade him that the drop-curtain of the last act of life was about falling. By a perfectly perpendicular adjustment of the *vertebræ* he continued to sit up, while his muscular strength had almost departed, flattering himself that he was not mortally diseased. The energy of his will seemed to defy death; yet on Lord's Day evening, some twelve hours before his departure, at his own suggestion, in company with his family and one of our elders, he took from my hands the emblems of the great sacrifice on which is built the hope of the world. "Now," said he, "I feel refreshed and composed." Speaking no more upon that subject, and but little upon any other, he died, early the next morning, after taking leave of his family.

There is a painful interest clustering 'round the death of this teacher, from its effects upon her who was the sharer of his joys and sorrows. The venerable pastor thus tells his own story:

Aware that her devotion to him, partaking of the filial as well as the conjugal character, was too strong to admit of a sudden separation, some ten days before his departure, while as yet neither he nor his friends seemed aware of the furtive but near approach of dissolution, I committed to her keeping my forebodings and urged her to prepare her mind for the worst, however she might be inclined to hope for the best. Then the stroke was overwhelming; but how terrible was the final separation may be argued from the results. A sense of the proprieties of the occasion, the supports of religion and medical appliances, bore her past the day of sepulture in partial composure. The requiem sung in strains of hope, we fondly indulged anticipations of a settled serenity. But she was in the valley of the shadow of death, and chilled through her whole nature—withered like a blighted flower. The bloom faded, and the leaf rustled in the zephyr.

"It is sad
To see the light of beauty wane away,
Know eyes are dimming, bosoms shriveling, feet
Losing their springs, and limbs their lily roundness;
But it were worse to feel the heart-spring gone;
To lose hope—care not for the coming things—
And feel all things go to decay within us."

Thus doomed, she turned away from the future, and fixed her full and absorbing gaze upon the past—thinking, speaking only of the loved and lost. The happy home, the green old age, wealth and honor, were buried in the tomb, where slept the husband of her youth. Every day of the eight weeks which ensued she spoke of quickly joining him, until the hour she returned to the deserted homestead—when the sight of familiar objects, the recollection of by-gone days and cherished hopes, sent reason reeling from her throne, and she, in the maddened moment, precipitated herself to the earth from the third-story window, and never spoke again!

"O love! thou sternly dost thy power maintain,
And wilt not bear a rival in thy reign."

An attachment, thought by some to be too exclusive, overcame all other attractions, and now they lie side by side, where 'the weary are at rest'.

The *New-York Teacher*, whose editor-in-chief seems to be a sort of universal genius, equally at home in complimenting our humble efforts or grappling with sager publications, in collating fancies about the North Pole or facts about New York, in viewing or reviewing, in a set essay or spicy item, *et id omne genus*, has adopted in the July number a sensible reform. Sixty-four pages are too many, forty-eight the maximum, forty better, and thirty-two the usual number, for publications of this sort. We are glad to see that our neighbor is getting on the right track. In the June number Mr. E. DUCO *draws himself out* on the follies of pedagogues under the text 'Manners is a great thing'. We copy a single paragraph:

While enjoying the grateful shade of a friendly wood, I saw in the distance a gentlemanly-looking person, whom, from his general manner, I supposed to be a teacher. Congratulating myself upon the prospect of enjoying the conversation of a literary man, in somewhat of a sentimental mood, I approached him. "Good evening, sir. It is pleasant at the close of one's professional duties, on a fine day, to stroll into the country, and renew exhausted energies amid the beauties of nature." "Why, yes, it is rather pleasant," he replied; "perhaps you are somewhat familiar with this locality. Can you inform me whether

hickory or birch trees grow in this vicinity?" Seeing that his inquiry had an eye to business, I managed to change the conversation. After several ineffectual attempts to interest him in general subjects, I gradually introduced literary topics. "Poetry," I remarked, "can only be appreciated by refined and cultivated minds. POLLOCK, in my opinion, as a poet, has not had justice done him. The *Course of Time* is an English classic." "Yes, yes, that is a useful book," said the pedagogue; "it contains some excellent exercises for parsing." I winced a little at this, but passed on. "SHAKESPEARE received praise from all; his measure of fame is full." "Ah," he replied, "but SHAKESPEARE wrote theatre-plays, and I am opposed to theatres, for they have an immoral tendency; and as a teacher of youth I set my face against all immoralities. To my pupils I say, 'Boys, shun the theatre.'" Floored again, thought I; the sentiment is good, but it tangs of the shop. I'll try another tack. "NAPOLEON accomplished wonders; his great secret of success was self-discipline, system in all things. By this he did what none before or since his day has been able to do." "You are right," said my little teacher, for he began to look little in my eyes; "you are right. There is nothing like system. I try to impress this upon my scholars. 'Boys,' I often say, 'have a place for every thing, and every thing in its place.'" I was nonplussed, gave up all hope of drawing out my petit friend, and, bidding him good evening, passed on. Is not this a true picture? Does not experience sustain my position? Manners is a great thing.

A trifle sarcastic, that, and yet 't is the mirror held up to nature. Let us take the hint.

BELOW may be found a summary of D. W.'s 'Notes by the Way':

SCHOOLS IN INDIANAPOLIS.—In looking at this heading you no doubt are immediately wondering who dares to address you from the great Capital of Indiana. But be not hasty in your decisions. This is an age of telegraphs and locomotives. The iron horse now brings into close proximity most of the Capitals of our Confederacy. You can hardly step into the cars and fairly take your seat before the transition from one Capital to another is completed. Thus I find myself here, in the metropolis of Hoosierdom. After refreshing myself with the luxuries of mine host of the BATES House, I made my way to the residence of GEORGE B. STONE, City Superintendent of Indianapolis, and resident editor of the *Indiana Journal of Education*. Mr. STONE is a scholarly teacher and gentleman. He hails from the old Bay State, and comes to the West with the determination to stamp the improvements of the East, in educational matters, upon the West. He has charge of the High School. The number of school-houses is eight, in which are employed twenty-five teachers. The number of pupils in the Public Schools during the last quarter was one thousand four hundred and ninety-four. Their grades of school are five—Primary, Secondary, Intermediate, Grammar and High School. Mr. GEORGE S. HOUGHTON is Principal of the First Grammar School. I have not yet found any place where the female teachers receive as high salaries as in this city. Female teachers in the Primary Department receive \$300, in the Intermediate \$400 and \$500, and in the Grammar Schools \$600 per year. These schools are all under the best of discipline. The High School, in particular, is nearly perfect. I had a pleasant interview with Mr. MILLS, the State Superintendent of Public Instruction. He appears to be a man every way adapted and qualified for the important office he fills. He has labored hard and with a good degree of success for the schools of

this State. There is now in session a general convention of the teachers of the Methodist Episcopal Churches throughout the Union. Among the many resolutions offered and discussed by this body was the following:

"Resolved, That we, as teachers, are not only interested in the schools connected with the Methodist Episcopal Church, but highly approve and will use our influence in favor of free and popular education."

In company with Mr. HOUGHTON, I visited the Blind Asylum. Professor LARABEE, the present Democratic nominee for Superintendent of Public Instruction, and well known to the literary world through his contributions to the press, has charge of this institution. It is in a prosperous condition. Number of pupils about one hundred. There are a number of select schools; also, the Northwestern Christian Institute, under the direction of the Christian Church; the Indiana Female Seminary, with Mr. HOP at its head, and a Female Seminary under the superintendence of the Presbyterian denomination. I did not have time to visit the Deaf and Dumb and Insane Asylums, they being some distance from the city. I feel greatly indebted to Messrs. STONE and HOUGHTON for the interest they took in posting me up in their educational movements, and I have only to say, may they reap a rich harvest at the reward of their untiring labors in the Hoosier State.

CHARLESTON, COLES COUNTY.—The schools in this town are all arranged so as to draw from the Public School fund. The Charleston Seminary is under the direction of Mr. R. W. DAWSON; whole number of pupils eighty-five. There are two female schools—one under the direction of Miss MCKINSTER, with twenty-five pupils; and the other under the direction of the Misses JOHNSON, with seventy pupils. There is also a district school, taught by Miss GORDON, with thirty-five pupils. The directors are just organizing under the new school law, and are contemplating the utility of erecting two fine buildings for graded schools. At a meeting of the teachers, directors and friends of education, a resolution recommending the County School Commissioner, Mr. EDWARDS, to obtain the name of every teacher in the county for the *Illinois Teacher* unanimously prevailed.

SHELBY COUNTY.—From Charleston my next visit was to this place. Shelbyville is the county-seat of Shelby county. The only school here is the Shelby Male and Female Seminary. They have lately organized under a board of trustees, so as to admit all grades of scholars and draw from the school fund, making it some thing of the order of a graded school. CHARLES W. JEROME is Principal; CALEB C. BURROUGHS, Professor; Miss OLIVIA F. SMITH, Teacher in Music; JASPER D. DOUTHIP, Teacher Preparatory Department, and B. MYERS, Assistant Pupil. Whole number of pupils two hundred and sixteen. While listening to the recitations of the various classes, I was highly pleased with the thorough course pursued by the teacher. A class in Latin, under the tuition of Professor JEROME, exhibited as thorough a training as ever has been my lot to see. Under the direction of such a teacher, students having a will can not help but progress. Mr. MOULTON is the County School Commissioner.

ST. LOUIS, Mo.—Here I am, in the great metropolis of the West. When a little boy, climbing over hills of New England, I used to think of the great West

—its broad prairies—its majestic rivers—its herds of buffaloes and tribes of Indians. Its prairies and rivers still live; but the Indians and buffaloes—where are they? A few are left as mementos; but the hunting-grounds of the former and the green pastures of the latter are now cultivated by the hand of civilization. The little French fortress has become the great commercial mart, with a population of over one hundred thousand. Here I found about one hundred and fifty teachers, male and female, assembled in WYMAN'S Hall, for the purpose of establishing a State Teachers' Association. After adopting strong resolutions in favor of the immediate establishment of a State Normal School, County Teachers' Institute, and the commencement of the publication of a journal to be called the *Missouri Teacher*, a State Teachers' Association was organized to meet the first Monday in May next, in St. Louis. On Wednesday evening the Convention listened to an address, introductory to the establishing of an Association, by the Reverend Mr. ELLIOTT, Unitarian minister of this city. The origin and progress of schools in Missouri were fully given. On Thursday evening the Convention was addressed by Honorable HORACE MANN, on the true motives which should actuate the teacher. This was a masterly address, replete with power and eloquence. After stripping the teacher of all unnecessary appendages, he then robed him with the beautiful garments of pure motives, and clearly showed that no calling is attended with greater responsibilities or fraught with more momentous interests. Proud may we ever be of this, one of the fathers of American free schools. On Friday evening, the Reverend Mr. Post, of St. Louis, addressed the Convention on the "Religious training which should be connected with the exercises of our free schools." The address exhibited much thought, and showed the absolute necessity of the principles of the Bible being inculcated in our common schools. This Convention is the beginning of a new era in school matters in Missouri.

OLD ST. CLAIR COUNTY.—Leaving the city of St. Louis, crossing 'Bloody Island', so named from the number of duels fought thereon, I soon found myself seated in the cars, on my way to Belleville. An hour's ride brought me to this city, with a population of nine or ten thousand, the county-seat of St. Clair. This county is inhabited chiefly by Germans. In all my travels I have not found warmer friends of education, and a more fixed and determined will to carry out the 'school law' and reap the benefits therefrom, than here. The law, as a system, is very popular. Some changes of minor importance they wish. In a meeting of the directors, teachers, and friends of education, called by Mr. BUNSEN, the County School-Commissioner, a resolution unanimously prevailed for the appointment of a committee to procure, through the County Court, an appropriation to send the *Illinois Teacher* to every district in the county. About thirty copies are already subscribed for. One of them, Mr. HENRY GORDEKINTZ—by-the-bye a bachelor, I believe—told me to put down his name for as many copies of the *Teacher* as there were female teachers in Belleville. Mr. BUNSEN, with his whole heart, mind and body, is engaged in the cause of education. The schools are as follows: Grammar School for males, Messrs. H. DENNIS and J. Q. FULLER, teachers; number of pupils ninety-eight. Mr. DENNIS has taught in Illinois thirty-two years. Our present State Superintendent, with many other eminent men in our State and the West, is one of his pupils. Grammar School

for females: Mrs. L. B. C. EDWARDS and Miss N. S. HOUGH; number of pupils eighty. First Primary School: MICHAEL SEITZ, teacher; number of pupils one hundred and fifteen. Second Primary School: P. A. HELLMICH and Miss O. NEAL, teachers; number of pupils one hundred and twenty. Primary School, in basement of Catholic Church: Mr. J. WEBSTER, teacher; number of pupils seventy-eight. Fourth-Ward School: Miss L. GASKILL, teacher; number of pupils sixty-one. Fifth-Ward School: Miss M. A. BADGLEY, teacher; number of pupils thirty-five. In the basement of the Presbyterian Church: Mr. W. KRESH, teacher; number of pupils thirty-four. Miss MARY EDWARDS; number of pupils fifty-six. In West Belleville, Mr. ROEDER; number of pupils sixty.

These teachers are struggling nobly to raise the standard of education, and ere long will wipe out the stigma of Egypt and show to the North as thorough students and as well-disciplined schools as are found any where. Mr. DENNIS leaves his position as Principal of the Grammar School at the close of the present quarter, and Mr. J. D. HALSTEAD, lately from Ohio, takes his place. Success to the teachers of Belleville.

I next visited the schools in Waterloo, the county-seat of Monroe county. I found here three schools, in comfortable brick buildings. First Ward, Mrs. MARY A. REED and Mrs. ZIBIA DICKERMAN, teachers; number of pupils, eighty-six. Second Ward, JOHN HONEY; number of pupils forty-three. Third Ward, JOHN WORTH and sister, teachers; number of pupils one hundred and one. Mr. M. T. HORNE is Commissioner, and seems to realize the responsibility of his office. They all subscribed for the *Teacher*.

From Waterloo I went to Columbia, a village about the size of the former, numbering about two thousand. They have two schools here. First Ward, Mr. JOHN F. WRIGHT, teacher; number of pupils thirty-seven. Second Ward, Miss CAROLINE SHOEMAKER; number of pupils seventy-nine.

Thence I went to Centreville, a village about the same size. There are two schools here, taught by Mr. MADISON STOOKEY and Miss H. A. STOOKEY; number of pupils in both, one hundred and twenty. As a general thing, better and larger buildings are needed in these places for the accommodation of the scholars. Thus, Mr. Editor, you have a mere skeleton of my ramblings for a few days in Egypt.

THE RIGHT SPIRIT.—In my ramblings through our Prairie State, I found in one of our schools a lady Principal, whose age I should think was not less than fifty, assisted by her mother, whose head was white with the frost of many winters, and whose brow was marked with the impress of age. Placing a copy of your journal in her hands, she asked me the price of it for a year. After looking at it she said: "This is just what we have wanted for years." While looking for the dollar she found she was minus; but she was not to be thwarted in her purpose. She went almost half a mile, in the middle of the day, under the beams of the meridian sun, procured the dollar and subscribed for the *Illinois Teacher*. A German lately remarked to me—"My Got! the *Illinois Teacher* does me just as much good as my Bible." Thus the journal is working in its mission of usefulness throughout our State.

KANE COUNTY CELEBRATION.—While the teachers of Marshall were making such laudable efforts for a county celebration of the common schools, the teachers of another county, not far off, were engaged in the same enterprise, both being ignorant of each other's action.

The teachers, children, and friends of education in Kane county, and a few from Dupage county, assembled on the thirteenth instant, in a grove near the Galena Junction, for the purpose of holding a common-school celebration.

About ten o'clock the cars on the Chicago and Burlington, Chicago and Dixon Air-Line, the St. Charles Cut-off, the Fox-River Valley, and the Chicago and Galena Railroads, loaded with thousands of hopeful and happy hearts, with banners and flags waving in the breeze, and accompanied with stirring bands of music, in an instant (as it were) all converged at the junction. In a few moments acres were covered with the children, and each school was headed with an appropriate banner, upon which was inscribed, in golden letters, its name. Six thousand, led on by six fine bands and a company of cavalry, arrayed in beautiful uniform and mounted on horses, in a procession, marched into the grove, which, on the occasion, was named 'Union-School Grove', where seats and a stand were erected. What a sight! Here, where not long ago the aborigines were the undisputed possessors of the soil, now civilization triumphs, and the earth trembles beneath the heavy tread of the Anglo-Saxon race. After listening to stirring speeches, and songs by the children and others, for an hour, the immense gathering retired to loaded tables, where the physical as well as the intellectual man was fully gratified. They then marched back to the stand, where they were highly entertained for two hours with speeches, and wound up with nine enthusiastic cheers, which made the heavens swell with emotion, for the free-school law and free schools of Illinois.

Among the teachers who participated in the exercises I noticed Messrs. BLACKMER and BURHANS, of St. Charles, HAYWARD and WRIGHT, of Elgin, WELCH, of Geneva, COLE, of Batavia, and HAYWARD and HUNT, of Aurora. Our brethren may well be proud of their efforts on this occasion.

CHICAGO SUPERINTENDENT.—I next went to Chicago, and had the pleasure of making the acquaintance of WM. H. WELLS, the newly-appointed Superintendent of Public Schools of that city. Mr. WELLS stands among the first educators of the East. He was, for a number of years, President of the Massachusetts Teachers' Association, and in accepting this office here resigns the principalship of one of the four normal schools of the old Bay State. His parents have long lived in this State, and, to use his own language, he is 'already a western man'. He is anxious to become posted in our educational movements, in order that he may heartily coöperate. I know I utter the spontaneous feelings of the teachers of this State when I say we welcome Mr. WELLS to our brotherhood.

WAUKEGAN SCHOOLS.—I made a flying visit to this town. So far as I was able to ascertain, the common schools of Lake county compare favorably with those of other counties in the State. This state of things is owing much to the Waukegan Academy, to which is attached a normal department. Mr. CLARK, the present School-Commissioner, a warm and active friend of education, had charge of this school a number of years. For two years past it has been under

the charge of Mr. H. N. TWOMLY, assisted by Miss E. A. SCOTT, C. A. RUBIE, and A. HODGKINS; whole number of pupils two hundred and fifty. District number I, J. W. KELLEY, Principal, assisted by Miss M. KELLEY, V. INGALLS, and L. A. WRIGHT; number of pupils three hundred and six. District number II, W. J. LEWIS, Principal, assisted by Miss M. A. LEWIS, M. MAGEE, A. DICKSON, and SARAH SMITH; number of pupils three hundred and forty-one. Waukegan High School, taught by Miss ALICE DICKINSON; number of pupils thirty-three. With the exception of the High School, the teachers are laboring under great disadvantage to themselves, their pupils, and their patrons, for the want of more ample buildings. Thousands and thousands of dollars are worse than thrown away every year in our State, and the reputation of teachers lost, for the want of good school-buildings. Shut up a teacher or teachers in a little room with a hundred and fifteen or twenty pupils, and what can he or they do? A teacher might as well construct a railroad to Jupiter as to undertake to do justice to himself, pupils, or patrons. He is expected to do what is impossible under the circumstances. It is to be hoped that directors will have an eye to this fact, and make ample provisions for the children of our schools where new buildings are to be erected.

TEACHERS' INSTITUTES.—In our last issue the attention of commissioners and teachers was called to this subject. We have not, as in Massachusetts, Michigan, and some other States, a corps of teachers, organized and paid by the State and under the direction of the State Superintendent, to take charge of these gatherings. We are left to do it ourselves. Unaided, unless the county authorities assist, must our Institutes be conducted. It may not always be thus. There is a spirit abroad that will set this matter right, when it can legitimately act. Our State is already wealthy and populous; nor need we a seer to predict her material destiny. She possesses means to support a system of free schools now, and is growing rich hourly, almost in spite of herself. The only question is, Will she expend her means in the education of her children? Will she foster institutions for the benefit of her teachers? Will she establish and maintain Normal Schools and Institutes? Will she, in a word, make education a State business? These are the practical questions to be solved. If the present be an earnest of the future, the answers are not doubtful. The people have enacted a school law, the leading idea of which is commended all over the State. Our brethren in other States regard it with admiration. It is not perfect in its details. Some thing must be expunged, some thing added, and some thing revised; yet the skeleton is there, and though imperfectly filled, has even now wrought a change such that he that runs or rides may read.

The present omens well for the future. But we can not wait for the

State to act. We must have our Institutes now — must secure such talents as may be at our service and go ahead. "Heaven helps those that help themselves." Let us help ourselves to all the professional knowledge we can, and trust Heaven and Illinois for assistance *in futuro*. Having been called upon by R. S. D. and others to sketch a programme of exercises suitable for an Institute, we address ourselves to the task, premising, of course, that it should be altered and amended according to circumstances, and that such portions of the branches named should be considered as the Directors and the Institute may choose. The following outline contemplates a session of five days, from Monday noon to Saturday noon :

MONDAY, P.M.—At 2 o'clock, Devotional Exercises; from 2:12 to 3, Familiar Address from the Conductor; from 3:10 to 4, Arithmetic; from 4:10 to 5, Elocutionary Drill.

TUESDAY, A.M.—At 9 o'clock, Roll, Devotional Exercises; from 9:12 to 10, Elocutionary Drill; from 10:10 to 11, Arithmetic; from 11:10 to 12, Geography. P.M.—At 2 o'clock, Roll, Singing; from 2:12 to 3, Grammar; from 3:10 to 4, Arithmetic; from 4:10 to 5, Reading.

WEDNESDAY, A.M.—At 9 o'clock, Roll, Devotional Exercises; from 9:12 to 10, Elocutionary Drill; from 10:10 to 11, Arithmetic; from 11:10 to 12, Geography. P.M.—At 2 o'clock, Roll, Singing; from 2:12 to 3, Grammar; from 3:10 to 4, Arithmetic; from 4:10 to 5, Reading.

THURSDAY, A.M.—At 9 o'clock, Roll, Devotional Exercises; from 9:12 to 10, Elocutionary Drill; from 10:10 to 11, Grammar; from 11:10 to 12, Geography. P.M.—At 2 o'clock, Roll, Singing; from 2:12 to 3, Spelling; from 3:10 to 4, Grammar; from 4:10 to 5, Reading.

FRIDAY, A.M.—At 9 o'clock, Roll, Devotional Exercises; from 9:12 to 10, Elocutionary Drill; from 10:10 to 11, Grammar; from 11:10 to 12, Geography. P.M.—At 2 o'clock, Roll, Singing; from 2:12 to 3, Writing; from 3:10 to 4, Arithmetic; from 4:10 to 5, Reading.

SATURDAY, A.M.—At 9 o'clock, Roll, Devotional Exercises; from 9:12 to 10, Grammar; from 10:10 to 11, History; from 11:10 to 12, Miscellaneous Exercises.

A Lecture each evening, from 7 o'clock to 8; and from 8 to 9, Discussions.

HOW THE DOCTOR DOES IT.—The Acting Commissioner of Marshall county gives the following account of himself:

This afternoon I examined the first applicant for license to teach, extorted a promise to attend the Institute, and took the dollar which the law allows, for which you will please send the *Illinois Teacher* for the current year to Miss I——G—— (the person examined), Henry. I shall take all the dollars I can get and do likewise with them. May they be many.

C. A. DUPEE has accepted the appointment of Principal of Chicago High School.

A HINT.—If there be a good school within your reach, visit it. You can thus gain a better idea of what a school ought to be in one half-day than by reading a volume, just as a single glance of the eye will give a better idea of a rainbow than the most elaborate description. Go early; mark the deportment of scholars as they come in; notice what is done with the hats and bonnets; observe closely how they walk across the room and seat themselves, or whether they walk, run or wrestle in the school-room before the opening of school; watch the opening exercises—in a word, use your eyes and ears. Do not leave till the half-day or the session has closed, and not until the scholars have left the school-room. If there be a model school in your vicinity, we say, find and visit it. It will pay.

SOME THING NEW UNDER THE SUN.—The Executive Committee of the Board of Agriculture in this State have offered a premium for the best model of a high-school and a district-school house, with the furniture appropriate to each. This begins to look rational; in fact, we begin to think our agricultural friends are in earnest in their efforts for education. They have, at least, taken one good step in proclaiming their sense of the importance of having well-planned and comfortable school-houses as well as fine barns. Well, 'we're getting along.'

NEW SCHOOL-HOUSES.—The citizens of Blue Island are erecting a Union-School House, at an expense of six thousand dollars. It is to be seated with Boston furniture, and will be completed about the first of September.

A building for the Galena Classical Institute has just been commenced, to cost, when completed, fifteen thousand dollars.

PREMIUM OFFERED.—The Marshall County Agricultural Society have offered a premium of twenty-five dollars for the best-conducted district school in the county. Doctor HOAGLAND, H. MILLER and W. B. EDWARDS, Committee of Award. This is one of the 'signs of the times'—an example worthy of all imitation.

MR. J. S. BURT, member of the Board of Education for the Fifth District, proposes to spend his vacation in lecturing and soliciting subscriptions for the *Teacher*. Success to him.

H. M. COXE, of New Jersey, has been appointed Principal of the Public School in Henry, *vice* O. H. BRITT, resigned.

WHERE'S THE MEN'S GALLANTRY?—A lady, sending us the name of a male subscriber, says, "I have presented the *Teacher* to several others, but got the mitten." Old bachelors, every one of 'em, Miss. They do n't deserve the smiles of *May*, and we could n't consent to send them the *Teacher* on any terms.

MARSHALL COUNTY TEACHERS' ASSOCIATION had a fine meeting at Lacon a few days since. Essays were read by Miss L. C. FORD and Mr. O. H. BRITT.

BOOKS AND PERIODICALS.

MONTEITH'S Geography. New York: A. S. BARNES AND COMPANY.

This book, together with MITCHELL'S *Geographies*, is recommended for use in the common schools of this State by the State Superintendent of Public Instruction. The higher work of the series is by MONTEITH AND McNALLY, and is published by the same enterprising house. The books are finely got up, and are meeting with a large sale.

MITCHELL'S PRIMARY GEOGRAPHY. Philadelphia: H. COWPERTHWAIT AND COMPANY.

WEBSTER'S *Elementary Speller* excepted, MITCHELL'S *Geographies* have been the most extensively used of any school-books in America, and have long been the standard authority in this branch of learning. The *Primary* has recently been completely revised and improved.

CORNELL'S HIGH-SCHOOL GEOGRAPHY. New York: D. APPLETON AND COMPANY.

The largest and most elaborate work on the subject which has come under our notice. CORNELL'S *Primary* and *Intermediate Geographies* are widely introduced, and this book, the culmination of the series, has the same general excellencies as its predecessors.

COLTON AND FITCH'S INTRODUCTORY AND MODERN SCHOOL GEOGRAPHIES. New York: J. H. COLTON AND COMPANY.

These are beautiful books. The brisk competition which, of late, has sprung up among publishers has had the effect, at least, to greatly improve the mechanical and artistic character of School Geographies. COLTON'S seem to be nearly faultless in this regard, and, moreover, are carefully written and well arranged.

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“FRIENDS, TEACHERS, LEND ME YOUR EARS.”

—
BY N. B.
—

THERE are times when, to us, the teacher's office seems invested with an almost solemn dignity. Day by day, and hour by hour, he is implanting in the mind germs of thought and sentiment and aspiration whose harvest and fruitage will be eternal. Could the latent chain of causation be accurately traced, the primal impulse that launched the energies of many a giant intellect upon its career of achievement and glory would be found to have been given by the teacher, in some moment of earnest appeal, far back in the morning-time of life.

The heart that prompted those words, big with destiny, may long have been pulseless and still. The light may long have faded from that eye whose look of calm benignity fell like joyous sunshine upon the youthful spirit. The lips that uttered those firm and manly tones may have been voiceless for many a year; nay, even the very spot where teacher and scholar so often met may have been given to neglect and desolation long ago. All this may be, and yet the Promethean fire once kindled there burns on, and will till the lamps of heaven are extinguished and the drama of life ended.

We can not enter a school-room and look into the wistful faces and thoughtful eyes of a company of youth, under the influence of forces which must shape their future lives, without emotions in which both hope and fear are blended. It is a pleasant, a joyous sight, and yet one from which painful misgivings can not be wholly excluded.

If bright visions of promise fill the mind—visions of virtuous manhood, of dangers boldly met, of obstacles encountered and overcome, of temptations resisted, of duty bravely done, of matured and polished faculties, of truth, fidelity and patriotism; so, too, images of wavering virtue, of faltering steps, of principles compromised, of tarnished honor, of withered hopes and prostrate manhood, of remorse and ruin and

bitter tears, will flit across the troubled spirit and fling their sombre shadows along the horizon of the distant future. It is impossible to gaze down the vista of coming years without many an anxious thought for the fate of those young beings, who are now garnering up the materials which are to determine their position in the social scale and their destiny in the stern conflict of life.

The school-room is a GARDEN, filled with plants of immortal birth; a NURSERY, from which, ere long, productions are to be transplanted into the soil of the outer world, which will bloom in beauty and fill the air with the aroma of virtue, or poison and pollute with the deadly miasma of vice and crime; a FOUNTAIN, from which are soon to roll life-giving streams to refresh, enrich and fertilize the moral plains of earth, or tides of fire, contagion and death, to burn and blast and destroy. And we, O teachers, are the GARDENERS set to guide the unfoldings of these immortal gems, to pour around them the light and warmth and dew which shall bring out in symmetrical loveliness and graceful proportion flowers that shall not fade, beauties that can not die. We are they who must determine the character of those productions, when they pass from our fostering hand to meet the winds and storms which remorselessly beat upon all that is glorious in beauty or touching in weakness and frailty. We, too, are they who must sit beside that fountain and cast into its bright waters the infusion of meekness, virtue, truth and love.

I know that these thoughts will seem to some but the idle musings of fancy, or the overwrought pictures of a dreamy imagination—that many will regard this language as altogether too sublimated for the plain, matter-of-fact, humdrum realities of the school-room—that to multitudes there is nothing in the dull routine of books and lessons and recitations, nor yet in the spectacle of slates and satchels, and throngs of urchins, washed and unwashed, delving away at their daily tasks, to inspire or justify such a tone of reflection as this.

Perhaps so. To him who looks no deeper nor farther than this it is so. Of such it may be said —

“A primrose by the river’s brim
A yellow primrose is to him,
And it is nothing more.”

But to him who contemplates the silent but sure operation of minute and subtle causes in the formation of character—who remembers that the many-chambered cavern is chiseled in the eternal rock by the steady action of the tiny force of the falling drop, that the careless step of the child upon the tender shoot of the acorn may change the lordly giant of the forest into a gnarled and twisted dwarf, the very caricature of the thing of strength and grandeur which it might have been—to him who invokes the aid of memory and calls up the little incidents of morning life, slight, casual, of small intrinsic moment, but which, impressed with more than daguerrean vividness upon the soul, are now seen to have given direction and character to the whole course of life and action, and to have stamped their own peculiar line and impress upon all

the Protean changes of his subsequent history—to him upon whose ear still sound the accents of kindness and love uttered long ago when the heart was young, who still feels the magic of tones that once sent the tide of joy and gratitude bounding through every pulse—to all such these are not the words of fancy and extravagance. To such poetry itself has no colors too deep, no images too strong, with which to invest the solemn realities that cluster about the hours of childhood spent under the spell of the teacher's power, in the seclusion of the school-room.

It is a fearful trust which the parent delegates to the teacher—so fearful that we almost wonder that it ever could be surrendered on the one hand or assumed on the other. Derided or discredited as the idea may be, still we believe the truth is that the teachers of this land more than any other, more than all other classes of men, determine for weal or woe the destiny of American youth. Other influences are more occasional, less uniform, steady and continuous in their operation.

Entering the school-room with characters unformed, with principles unsettled, but with warm sensibilities and dawning aspirations, with the bright map of life and the untried future, all decked and garlanded with the roseate hues and dim but beautiful tracery of a glowing imagination, stretching away before them, with curiosity on the alert and every opening faculty bounding forward in the paths of knowledge, as they are, one after another, opened before them by one whose position and attainments challenge their youthful admiration, while the constitution of the human mind remains as it is, with its iron laws of association, memory, gratitude, veneration, how can students emerge from such influences without receiving an impress indelible as time? They can not; they do not. The transactions of the school-room become things of imperishable memory, a part of the inseparable elements of all subsequent being. The principles there inculcated, the ideals of virtue and fame and glory and heroic achievements there brought to bear upon the mind and heart, will be the landmarks of destiny ever after, as lapsing years mature and develop the latent energies of the soul.

Yes, fellow-teachers; whether conscious of it or not, we are rearing in the living soil of immortal minds memorials for good or evil more lasting than monumental brass, more glorious, if we are faithful, than trophied arch or laureled column. And yet these precious interests are often committed to men who have little or no fitness for the sacred trust beyond the ability to impart the rudiments of the 'seven branches', and whose competency even for this is not seldom questionable.

It is a common opinion that the teacher's most important duties, those for which he is specially employed and the discharge of which determines his character and standing as an instructor, pertain to the textbook, the lesson, the recitation, and the ordinary routine of direct instruction; that if his scholars advance thoroughly and rapidly in grammar, arithmetic, and general science, the highest ends of education are reached and the teacher entitled to the verdict of "Well done, good and faithful servant." Now, so far from being the highest, we think this is almost the lowest view that can be taken of the teacher's obligations. These are the simplest and least difficult of all his duties. These

are, indeed, essential, absolutely so; there can be no success without them. But a school may exhibit all these results in the highest degree, and yet be a sad, a miserable failure. All this may be, and yet the best and noblest part of man be entirely unreachd. All this may be, and yet the general character and habits of the boy remain coarse and repulsive in the extreme. All this may be, and yet the demands of the moral nature be unsupplied, the longings of the æsthetic element in the soul be entirely ignored, the deepest aspirations of the heart after spiritual loveliness be quenched. All this may be, in fine, and yet the finest and grandest impulses and faculties of the mind be undeveloped or even in ruins.

Let it not be thought that we are here entering a forbidden field—that we are approaching the dangerous doctrine of the ‘Bible in schools’ and advocating ‘religious instruction’, in a technical sense. We are doing no such thing. The bloody gauntlet of angry discussion upon that theme we shall neither throw down nor take up. And yet we may turn aside to say that while no teacher of a public school can inculcate the special tenets of a sect, or instill into the minds of his pupils, either directly or indirectly, narrow and sectarian views on religious subjects, without being recreant to the high trust reposed in him, unworthy of public confidence, and deserving of the severest reprehension; yet, on the other hand, the school-room is a place too holy to be desecrated by atheist or scoffer. He who does not believe in a God of eternal justice, wisdom and truth, and reverently bow before the majesty of His power, is not fit to be an instructor of youth. He who ridicules or disparages the sublime principles of the Bible and its faultless system of ethics is not fit to be an instructor of youth. He who does not strive to conform his life to the divine maxims of the Great Teacher of Nazareth, as the purest and most exalted on earth, is not fit to be an instructor of youth. He who habitually or occasionally blasphemes without a blush the sacred name of *JEHOVAH*, or invokes the same to give emphasis to some passing remark, should be for ever banished from the school-room. He who believes that death is an eternal sleep, whose mind is overshadowed by the dark phantom of annihilation, whose soul can not be haunted by the terrors of retribution nor the dire Nemesis of memory, who thinks that in this life only the drama of human existence is begun and ended, across the leaden landscape of whose mind no radiance from the far-off spirit-land e’er flings its holy light nor solemn shadows flit to herald the approach of doom to the guilty; if such there be, let him go elsewhere to teach his ghastly doctrines—poison not the intellect of youth with the ‘Gorgons, hydras and chimeras dire’ of so hideous and revolting a spiritual philosophy. He who thinks that faith is folly, and that the toys of earth are object vast enough and the husks of earth are banquet rich enough for the moral life, whose pulses will beat on when the stars shall have left the firmament and the earth itself be but a memory, can never stir the lowest depths nor scale the loftiest heights of thought and feeling—can never be a teacher.

Thus, while the teacher shuns the foul Scylla of sectarianism on the one hand and the dark Charybdis of atheism on the other, he will look

up to the pure, bright sky that lies between, and ever seek to point his pupils from the sublimities and grandeur that invest the realms of Nature away to the glory-gilded heights that rise around the pavilion of God.

But, to return from this digression, it is not of this that we would now speak, inexpressibly important as it is. It is of the rudeness, the indelicacy, the want of refinement, so often found in schools, that we would now say a word. And here we know not how to do justice to our own convictions and feelings without using language that may to some seem harsh and extravagant. But the simple truth in this matter often defies the power of Saxon trope and Grecian hyperbole. In this, as in all that pertains to the internal policy and state of the school, upon the TEACHER rests the whole responsibility—yes, the WHOLE; for while it is true as a general proposition that the ‘master makes the school’, this maxim expresses a special truth when applied to the moral tone, the governing moral sentiment of a school community. Grossness and immorality can no more exist, at least not openly, in the presence of a sensitive and pure-minded teacher than blight and mildew in the sunshine. The very presence of such a man palsies the tongue of flip-pant conceit and checks the flow of low-bred jests and ribald wit. There is some thing about the very atmosphere of some school-rooms which stamps them at once as the abodes of refinement and purity. There is an air of neatness and grace, of bright and healthy moral life, which greets and refreshes us as we cross the threshold. We can not tell exactly what it is, we can not define it; but we are conscious of its presence, we feel its power and see its influence upon all around us.

Now it is the teacher that does all this—not directly or even consciously, perhaps—not by precept, but by example. And this leads us to remark that none but WELL-BRED, HIGH-SOULED GENTLEMEN are fit to preside in the consecrated halls where youth are taught and trained. Manly bearing, graceful carriage, a nice and delicate sense of honor, spotless integrity, warm sensibilities, prompt and genial politeness, genuine dignity of character, based upon virtuous principles and true self-respect—THESE are endowments no less essential than finished scholarship, richness of culture, literary taste, and aptness to teach and govern; and without these no man should be admitted in honorable fellowship to the ranks of our profession. Tried by this standard, how would the cohorts of our little army be thinned! If the lash of a high and just public sentiment should be laid without stint, as it ought to be, upon the backs of the low, lecherous, gambling, swearing, Sabbath-breaking, whisky-swilling, swaggering, slaving, tobacco-eating renegades and miscreants who dare invade the hallowed precincts where angels would almost tremble to stand, until they should be compelled to abandon a profession to which they are a shame and disgrace or else assume at least the semblance of virtue and decency, it would be occasion for devout thanksgiving. Many thus scourged would, we are constrained to believe, rush howling from their platforms rather than submit to the torture of refined and decent behavior for a single day.

Is this picture too black? No! every line upon the hideous canvas

is true to facts. Not that more of these foul excrescences hang festering upon the skirts of our profession than others; we do not believe that such is the fact. But the simple truth is sufficiently revolting—more so, perhaps, on account of the peculiar sacredness of the interests thus outraged.

There are teachers in Illinois who dare not rebuke profanity, because they themselves are openly profane. There are teachers in Illinois who can not inculcate reverence for the Sabbath, because they themselves are notorious Sabbath-breakers. There are teachers in Illinois whose tongues are silent on the subject of impurity and lewdness, because they themselves indulge in filthy jests. Teachers there are who utter no warning against gamblers and blacklegs, because they themselves play for money and teach their pupils the tricks of cards. Teachers there are who must be dumb on the subject of temperance, for they themselves are no strangers to the damning bottle, while their breath, in spite of cloves and cinnamon, publishes their condemnation.

Impotent are they who lounge and loaf and brawl and swagger to teach their pupils the virtues of industry, modesty, and a quiet, manly deportment; yet such there are. Powerless are they to cultivate the graces of refined and delicate courtesy, of gentleness and urbanity, of mutual kindness and esteem, whose own tones and conduct and language are habitually gross and vulgar; yet such there are.

It is useless to inveigh against the sins of spitting and slavering, and chewing of bark and gums, when the tongue that utters the remonstrance can scarcely swing between the poison-soaked jaws, nor the lips open without the descent over chin and linen and clothes of a decoction so infernal that a single drop will throw a hyena into spasms.

Conceit is one of the besetting sins of youth, one most odious and difficult to be eradicated, and vanity is its twin sister. But few things in schools are more disgusting than the pompous manner and towering self-importance with which boys are some times allowed to proclaim in recitation the little all they may happen to know. It is the prerogative of good schools and masters to crush the life out of these ugly demons, and so to do it that they will never after dare to lift their hateful visages to the light of day. This is done not so well by precept as by example, not so well directly as indirectly, by so adroitly adjusting the mirror of nature that the pupil will, by accident, as it were, 'see himself as others see him'. One such glimpse will often be enough for a lifetime and be better than a score of admonitions. But this can only be done by one who sees HIMSELF as others see him, who has learned the student's first great lesson—that the wisest of men are but children in knowledge; that even NEWTON, with the honors of genius and philosophy clustering thickly upon his brow, felt that he had only gathered a pebble here and there along the shore of Truth, while the still unknown lay like a shoreless ocean beyond the range of vision. No saying, though humiliating, contains more of truth than this: Let him who would be wise 'become a fool, that he may be wise'. It is a hard lesson. Some are years in learning it; some never learn it. Among the latter, we are sorry to say, may some times be found those who have assumed the

office of instructors. No greater calamity could befall the interests of education in a community than for such men to be installed as teachers in the schools. Miserable smatterers in scholarship, they utterly wreck all hope of sound learning for their pupils; for the mischief which such men commit admits of no undoing.

But this is not all, nor the worst. The moral influence of such teachers is disastrous in the extreme. It is absolutely fatal to that modesty and humility which are the crowning glory of youth. The true scholar CAN NOT be arrogant and boastful; he is ALWAYS modest and diffident. The supercilious airs of such teachers, their braggart pretensions, their loud and oracular tones, their overweening conceit, their dogmatism and charlatanism, are always in ludicrous contrast with the meagreness and shallowness of their actual attainments. But flimsy as the disguise is, it is usually sufficient to deceive the scholar, and so he finds his own nascent tendency to egotism and bluster confirmed daily by him the very glance of whose eye ought to shrivel such developments in the bud.

We mean no disrespect to the teachers of Illinois. As a body, they will compare favorably with those of any other young State. But we have no fears of offending those who are conscious that these strictures do not describe themselves. All such, we know, feel the shame and the wrong of these things as much as we do or can. Let us all do our utmost to purge the Prairie State from these vile impostors.

We have said that it is one of the appropriate functions of teachers to improve the manners as well as the minds of scholars. We can hardly express our sense of the importance of this, and therefore advert to it again, a little more particularly. The dress and person of the pupil demands the teacher's notice. We know that many repudiate all responsibility in this matter, and declare that they will not interfere with the arrangements of the nursery, and that if parents choose to send their children to school in dirt and tatters, dirt and tatters it shall be for all of them. Well, '*de gustibus non disputandum*', we admit; but if parents will not do their duty, we see not how the conscientious teacher can feel himself absolved from a just moral obligation to do what he can to supply the lack of home culture. In respect to the tatters—if they are the result of carelessness and rudeness in play, let the cause be removed and the effect will disappear; if of shabby and slatternly habits, let the artillery of pleasant raillery begin to play upon them, followed, if necessary, by broadsides of burlesque and satire, and the evil will soon be cured; if of absolute poverty, of which there is not in this land one instance in ten thousand, then let the teacher earn hours of delicious happiness by naming the matter to the able and benevolent, if he has not the means himself, and find his reward in the silent gratitude that beams from the dear child's countenance from day to day. In respect to soiled hands and faces, the remedy is, happily, always at hand; it is simply soap and water and towels, with which every school-house should be plentifully supplied. No scholar should be allowed ever to come to recitation, or even to take his seat in the room, unless he is above criticism in these respects. Above all, let the teacher himself be a model of neatness and simplicity in dress, and of

immaculate purity and cleanliness in person. Let nothing short of earthquakes and convulsions ever suffer him to deviate in a single instance from this immutable rule. He had better forget his dinner than his tooth-brush; better fail to examine his favorite newspaper than his nails; better neglect, for the time, to brush up his ideas than his coat or hair; better omit, if need be, to polish his poetry than his boots.

There is a direct connection between purity of mind and body; they reciprocally aid each other. CARNEADES was no less of a philosopher than gentleman; and 'hellebore' is as good now as it was then. Pure thoughts will fly from a gross and filthy body like Jews from swine. Keen arguments rarely get into or out of a head all covered with a tangled and clotted mass of elf-locks. This duty can not be neglected without sin. It is a theme upon which inspiration itself is not silent. "Know ye not that ye are the temple of GOD, and that the spirit of GOD dwelleth in you? If any man defile the temple of GOD, him will GOD destroy; for the temple of GOD is holy, WHICH TEMPLE YE ARE." Are teachers guiltless in this matter? Truth compels us to answer, No. We have been compelled to transact business with teachers from the intolerable pollution and stench of whose presence we have been obliged to make a precipitate retreat to the door for fresh air. And oh! to think that innocent and susceptible children must be near and receive instruction and counsel from such monsters as these!

But again: The bearing and carriage, the manner of walking and sitting in the school-room, are not beneath the teacher's notice. These things are, to a certain extent, indices of character; the world notices them; success or failure in life are often dependent, more or less, upon them. A careless, noisy, shambling, slouching mode of entering and crossing the room, a lounging, sprawling attitude in recitation, a dull, listless, drawling tone—all these are proper subjects for the strictest vigilance and the sharpest reproof. A light, easy and noiseless step, an erect and graceful position in the class, low but prompt, clear and distinct tones, should always be required with unbending rigor until the habit is firmly established.

And here, too the teacher must lead the way by his own example. If the spirit is tried; if the body is weary and the head is aching; if the exhausted muscles almost refuse to sustain the sinking frame; still the teacher must bear up as well as he can and bravely persevere to the end. He must think of the influence of one wrong tone, of one act of impoliteness, of one careless remark, of one uncouth position, and hold on and hold out to the last.

The utmost refinement and courtesy should mark all the intercourse between the members of the school and between teacher and pupils. No head should ever be covered in the school-room. A subdued tone should always reign in every room and hall, even during the recesses and all the intervals of study.

We recently visited a school the master of which was perched upon his platform, with his chair poised upon two legs, minus coat, vest and cravat, with sleeves rolled up and hair innocent of brush or comb; and yet this teacher is a man of fine scholarship and many noble qualities

of mind and heart. He evidently had not thought of these things—at least he had not seen them from our stand-point. If the scholars of some schools should find their teacher in that condition and position, they would stand petrified with astonishment; they could not credit their own senses; that teacher's power would be gone in a moment, and could never be recovered.

Reference has been made to the baleful consequences of impurity or lewdness of deportment and speech. A pen of fire dipped in gall and vitriol could not burn and blister this truth deep enough into the very marrow of the public heart. The mind shudders at the horrid details of facts on this subject.

The criminal neglect or niggardliness of trustees and building-committees is justly responsible for a large part of these appalling results, in not providing suitable retreats, completely sheltered from view, where the most shrinking delicacy may fearlessly retire. Modest and pure-minded children, across whose lip and heart no breath of taint has ever passed, enter these beastly and pestilent precincts, and in a few short months the work of demoralization is done. So speedy is this work of death, that the indelible stain is often there before the trusting parent had dreamed of danger. Over mind and heart and imagination the hot and prurient streams have rolled, and oh! the desolation and havoc that mark their course. Alas! earth has no fountain that can make those polluted ones pure again; no Lethæan wave that can whelm the consciousness of guilt.

But we will not dwell upon this sickening theme. It is one toward which the attention of the teacher should be carefully directed. The only safe principle is, to allow nothing that tends, either directly or indirectly, to excite the lower propensities. "No sound should be suffered from the lips; no word, or figure, or mark, should be allowed to reach the eyes, to deface the walls of the house or out-house, which could give offense to the most sensitive delicacy. This is the teacher's business. He must not be indifferent to it. He has no right to neglect it. He can not transfer it to another. He, and he only, is responsible. It is impossible to be over-scrupulous in this matter. And the committee should see that the teacher does his duty; otherwise all his lessons in duty are of no avail, and the school, instead of being a source of purity, delicacy and refinement, becomes a fountain of corruption, throwing out poisonous waters, and rendering the moral influence more pestiferous than the fabled fountain of old, over which no creature of heaven could fly and escape death."

But we must close these hasty and desultory thoughts. We have spoken plainly, earnestly, but most kindly. Other convictions crowd upon our mind, but we can not utter them now. Brothers! teachers! companions in the holy cause, we cordially greet you. With the giant Future of Illinois in full vision before us, let us DO OUR DUTY.

M A G G I E B E L L .

ON, MAGGIE BELL,
 The old church bell
 Sounds once again to me;
 It seems to tell
 Of what befell
 In those happy days when we loved so well,
 Where we heard together its Sabbath knell
 In melancholy music swell,
 Over the hill and through the dell,
 Ere I left thee for the sea.
 Oh, sad is my heart at its mournful tone,
 As I stand here a stranger, forgotten, alone.
 And think of the times when this same old tree
 Gave shelter, MAGGIE, to thee and me.

Those were happy days, sweet MAGGIE BELL,
 When we heard together the old church bell;
 The years are many, and sad, since then,
 But no love of my heart has ever been
 Like the love I bore to thee.
 Ah! MAGGIE BELL, why did I dream
 To fill a place in the world's esteem?
 I have won fortune, and honor, and fame,
 But what to me is an empty name,
 Since thou art lost to me?

'T was here that we parted, sweet MAGGIE BELL,
 Here where the shade of the old tree fell;
 I remember it always—remember it well;
 The old tree is withering, passing away,
 Its leaves to the winds, its trunk to decay.
 And change seems written wherever I dwell,
 Since the days of our childhood, MAGGIE BELL.

'T was yonder thy father's cottage stood,
 Close by the brook-side, close by the wood:
 The great old barn, with the roof so tall,
 The old hay-loft above the stall,
 The mossy well, the old stone wall,
 The sanded floor, and the oaken hall
 Where we danced together in rustic ball,
 I remember them well, I remember them all—
 And the little porch with the woodbine bower,
 Whence we could see the old church tower,
 And where, for many a twilight hour,
 We listened to the distant knell,
 As on the air it rose and fell,
 Of that familiar old church bell.
 The little bench beside the door,
 The honeysuckle hanging o'er,
 The pathway leading from the gate,

Where thou at eventide wouldst wait
 To greet me when I came;
 The well-pole swinging high in air,
 The fragrance dwelling every where,
 The pear-tree with its rustic seat,
 Where I, when sitting at thy feet,
 Had carved thy cherished name—
 All these, all these come back to me,
 As I stand alone beneath this tree—
 And I scarce can believe that 't is all a dream
 Of my childhood's days, sweet MAGGIE BELL,
 As over the hill, and over the stream,
 I hear the knell of the old church bell.

But all are withered, or gone to decay,
 The friends we loved have passed away.
 Deserted, the cottage stands as of yore,
 But there 's no one to close the open door;
 The latticè is broken, and the window-pane,
 The snow drifts in, and the driving rain;
 The stars look down through the broken roof,
 And the night-bird now keeps not aloof;
 The well-pole is broken, and lies on the ground,
 The hedges are trampled, and scattered around;
 And all that we cherished and loved so well
 Has withered, or gone to decay, MAGGIE BELL.

Oh, MAGGIE BELL, sweet MAGGIE BELL,
 'T were better for me had thy funeral knell
 Been tolled, ere we parted, upon the old bell—
 'T were better for me, and better for thee,
 Had I been content with a simple lot,
 With honest toil and a humble cot,
 Had I but made THEE my honor and fame.
 My world and my fortune, ambition and aim—
 Thy love would have been all these to me!

We parted, both with many tears,
 For three long summers, three long years:
 We parted here beneath this tree,
 Thou to thy chamber, I to the sea:
 And we both could hear the old church bell,
 As, with a melancholy knell,
 It seemed to say farewell, farewell!

I saw thee, bowed with grief, depart,
 With both hands pressed upon thy heart,
 Till my dimmed eyes could see no more.
 And then I hastened to the shore.
 The boat put off, with gentle swell
 The ocean billows rose and fell,
 While faintly came the distant knell,
 Tolling from the old church bell,
 Farewell, farewell,
 Sweet MAGGIE BELL!

Oh, MAGGIE BELL, you never knew
 The high resolves which filled my brain,
 As on the deck I stood, while flew
 Our bark, like sea-bird, o'er the main.

As one by one the sails unfurled,
 I thought it was a manly part
 To forth and battle with the world,
 To make me worthy of thy heart.
 And so I went, with high intent,
 From continent to continent,
 On manly purpose bent.
 The world was all my field,
 I sailed o'er every sea.
 But MAGGIE was my shield,
 My star of destiny.

Oh, how I toiled in those young years,
 With what alternate hopes and fears
 I battled with my fate;
 I struggled for a single aim,
 I toiled for fortune, worked for fame.
 To make unto myself a name;
 I gained it—but too late.

Five years had gone, I homeward came,
 I had won honor, fortune, fame.
 And with a high and manly pride
 I came to claim thee as a bride.
 I sought thy homestead, MAGGIE BELL,
 The twilight shadows deeper grew:
 I crossed the brook, I passed the dell,
 And soon thy cottage came in view.

But darker grew the twilight shade,
 I now had reached the little gate:
 I waited, for I felt afraid,
 I *felt the warning of a fate*.
 A light from out thy casement shone:
 I saw *another* tenant there;
 Thy mother, MAGGIE, knelt alone
 Beside thy couch in prayer.
 I crossed the garden, reached the door,
 I summoned with a faltering hand:
 I heard a footstep on the floor,
 Upon the grating sand;
 It nearer, nearer, nearer came.
 A slow, heart-broken, joyless tread:
 In it I read not of thy shame,
 I *only thought thee dead*.

Oh, MAGGIE BELL, that fearful night!
 God only knows what then I felt,
 As on the floor, till morning light,
 Beside thy couch I knelt.
 Thy father, with a kindly hand,
 Led me adown the little lane;
 We reached the spot where now I stand,
 With madness in my brain.
 His was the footstep on the floor,
 'T was he who to the door-way came,
 And here, where we had stood before,
 He told me, MAGGIE, of thy shame.

He told me how young CLARENCE LEE —
 We had been friends in boyish days —
 Had brought great riches from the sea,
 And of his manly winning ways,
 And how he talked and sang to thee,
 While thou wouldst more attention lend,
 Because he talked so much of me,
 Because he was my friend ;
 And how, about two years before —
 For three since parting then had sped —
 There came a message to your door
 That I was dead.

He told me of thy grief and tears,
 And how young CLARENCE LEE,
 Because he was my friend for years,
 Was more endeared to thee :
 And how thy tender heart to his
 Would more and more incline,
 Because you seemed to feel that this
 Was still a link to mine.
 The Winter passed, the spring-time came,
 Almost forgotten was my name ;
 The roses to thy cheek returned,
 And in thy gentle heart there burned
 A love for CLARENCE LEE —
 But not so earnest, not the same
 Contented, angel-lighted flame
 That you had felt for me.
 And then — thy father's voice grew low.
 He drew my head upon his breast,
 And, in a broken voice, and slow,
 He told me all the rest.
 He said : " The night came on apace,
 Young CLARENCE LEE had sought his home,
 And MAGGIE, with a troubled face,
 Came to our little room.
 She talked of all her childhood's years,
 She spoke of thee with many tears,
 And, kneeling at her mother's feet,
 She said she never knew how sweet
 Her home had always been.
 She placed her hand in mine, and said,
 While on her mother's knee she laid
 Her tearful face serene :
 ' Tell me, dear parents, were I dead,
 And in the quiet church-yard laid
 Beside my little brother NED,
 Whose grave is fresh and green,
 Would you miss me much when the twilight came,
 Would I be always to you the same,
 Would in your prayers be whispered my name,
 Without any sorrow, without any shame ?
 Oh, tell me, would MAGGIE be, in truth,
 A memory still, with the dew of youth,
 One of the golden link of three
 Removed to a higher destiny ?
 Would you cherish her still, as if she were here,
 Love her as fondly, keep her as dear,

With never a sorrow, never a tear,
 From summer to summer, from year to year?
 Would you leave my chair in the same old spot,
 The little table beside the cot,
 The Bible upon it, with never a blot
 Of tear, when thinking of MAGGIE'S lot?
 Would you miss me much? would my memory be
 As dear and as true as yours to me,
 Till we meet in a higher destiny?"

We spoke to her hopefully, dried up her tears.
 And sought, oh, so tenderly, to banish her fears.
 She kissed us more fondly than ever before,
 She asked us to bless her, and said, as of yore,
 She would kneel to receive it, a child on the floor.
 We blessed her most earnestly, kissed her again,
 We raised her up lovingly, banished her pain;
 We soothed her, we cherished, and bade her remain,
 But she whispered 'good night',
 And stole softly away,
 And we thought that the joy-light
 Would come with the day.

The morning came and we learned it all—
 It came like a shadow, it came like a pall,
 And we thought how wretched she must be,
 The child of our heart, the joy of our life,
 Away on the sea with CLARENCE LEE,
 Not as a maiden, not as a wife."

* * * * *

Your father paused, and to his home
 We turned with sorrowing tread:
 My heart with grief was overcome,
 I wished that I were dead.
 Your mother met us at the door,
 She knew I had been there before.
 "I give you MAGGIE'S room," she said,
 And through the livelong night,
 Until the morning light,
 I knelt beside thy bed.

My heart was wedded to the place,
 I could not leave it, if I would—
 The changing years came on apace,
 And Death beneath the cottage stood!
 Thy father and thy mother too
 Sleep now beneath the old yew-tree:
 'Twere better thus—they never knew
 The deeper shame that came to thee.
 They never knew of the bitter night
 That brings but the hopeless morn,
 Of the breaking heart, with smile bedight,
 Nor of the worldling's scorn;
 They never knew of the maddened brain,
 With the brow so calm and smooth,
 That hides, like the cankering rose, the pain,
 With never a hand to soothe.
 They never knew of the grief and care,

Nor the burning secret tears,
 Nor the yearnings of the heart for prayer,
 Subdued by sinful fears.
 They knew not this, *poor* MAGGIE BELL,
 As sped the sorrowing day,
 They never knew of what befell
 The child whom they had loved so well,
 For whom they still did pray.
 They left your chair in the same old spot,
 The little table beside the cot;
 They watched the vines with tender care,
 And the flowers still grew as when you were there,
 And for many a day and many a year,
 They waited with little of hope to cheer,
 While their eyes grew dim with the secret tear:
 But she never came! — and the old yew-tree
 Will shadow but two, instead of three.

Oh, MAGGIE BELL, would that the knell
 Had reached thy heart of that old bell,
 Which then their requiem tolled:
 It might, amid thy bitter pain,
 Have lured thy spirit back again
 To those dear chimes of old.

* * * * *

I cherish thee still, sweet MAGGIE BELL,
 As the girl that I loved, that I loved so well:
 I never think of the grief and the blot
 That blighted my love, that blighted thy lot.
 I only think of the MAGGIE BELL
 Who wandered with me through valley and dell,
 And listened with me to the mournful knell
 Which came to our ears of the old church bell:

That MAGGIE BELL,
 Whom I loved so well!

United States Magazine.

PHONETIC SPELLING.

IN the June number of the *Teacher* is an article entitled "Another View of Phonography," which is calculated to mislead those unacquainted with the Orthographic Reform, and which ought not to pass unanswered. The title is not right. Phonography is the art of short-hand writing, concerning which there is no discussion. I suppose the author meant "Another View of Phonotypy or Phonetic Spelling." Again, it would seem that Mr. TRENCH was one of our own number—a teacher in Illinois; whereas, he is an English writer, and the article in question is extracted from his work on the study of words, published in 1852.

Mr. TRENCH says, "Every word has two existences, as a written word

and a spoken." This is lamentably true of our present orthography, and hence we have two languages to learn instead of one. Nor is there much similarity between them. We all know with what facility and correctness a child learns the spoken language; but, alas! how few even in their old age can say they have mastered the written one. It may seem an easy task to learn the twenty-six letters of the alphabet, but when learned they are no sure guide to the spelling or pronunciation. If we consider that no letter or combination of letters always represent the same sounds—that often many of the letters are silent, and that not one word in five thousand is spelled as it is pronounced, it will appear that a great work lies before the young learner and the foreigner. Indeed, very many of the words must be learned by symbols, just as in the Chinese language; and years and years are thus spent in committing to memory long, dry columns of the spelling-book, with a zeal and perseverance which might put to blush a decipherer of Egyptian hieroglyphics. And the grand result of this is, that perhaps one pupil in ten of those who attend our public schools can read a column of a newspaper or write a page of a letter without making a dozen mistakes. In view of these facts, it is true that no man "can tell with certainty how to pronounce any word which he has only seen written and has not heard spoken; nor can he tell with certainty how to spell a word which he has only heard spoken and never seen written."

Again, he says: "In the written word is the permanence and continuity of language and learning." Then, I ask, why do we not spell as did our forefathers? When was it found that in the written word there was any permanence at all? A constant change in our orthography has been going on from the first. Examine a book printed in the reign of Queen ANNE, or still farther back, in the reign of ELIZABETH, and you find the spelling very different from our own. And if we ascend to the times of CAXTON and CHAUCER, we seem to have got among a people of a different language, though many of those very words are in present use. Examples from CHAUCER: Apayring (appearing), tweye (two), scole (school), naciouns (nations), ytaugt (taught), Frensche (French). Thus, we see, our language has been constantly changing, and striving to throw off the incubus of its barbarous orthography. In many cases it has secured an approximation to phonetic spelling: witness, plow for plough; draft for draught; mold for mould; hight for height, which are modern changes. Present orthography does not show present or former pronunciation, nor former spelling, and can therefore contain nothing of 'permanence and continuity'. On the contrary, if a phonetic alphabet had been adopted at first, we should now have a key to the pronunciation of our fathers, and a true record of all the changes since.

Another objection is, that though for a time there might be a "saving of a certain amount of labor in learning how to spell" (and he might also have added, in learning to read), yet, as words change their pronunciation, "ere very long there would again be a chasm between the spelling and pronunciation of words; unless, indeed, the former were to vary, as I do not see well how it could consistently refuse to do with each va-

riation of the latter, reproducing each one of its barbarous or capricious alterations." I will quote from Mr. A. J. ELLIS, one of the inventors of the phonetic system:

"As to Mr. TRENCH's supposition that all barbarisms are to be written, it would not deserve notice if it did not show how eager even scholars are to write about what they do not understand. Ignorant people may and will write ignorantly, as at present; but printed books will, as at present, give what is believed to be the most generally-esteemed pronunciation. Those who rail at phonetic spelling as likely to produce the greatest variety of pronunciation, have entirely mistaken its action, and show themselves totally unacquainted with the subject. The normal effect of phonetic spelling must be to produce and perpetuate great uniformity of language, and to settle a pronunciation upon some intelligible basis."

We expect the spelling will follow the pronunciation and change with it. We desire it should; but as such changes are gradual and extend through a generation, no more inconvenience will be felt than at present, where similar changes are going on. These changes originate with the learned, public speakers and lexicographers, and will come down to the masses through newspapers and printed books, which will always represent the standard pronunciation.

Finally, the *etymological objection* is brought up, which is in the mouth of every opponent of phonotypy. Mr. TRENCH gives a very curious turn to it. He says:

"It (phonetic spelling) would obliterate, altogether, those clear marks of birth and parentage which, if not all, yet so many of our words bear now upon their very fronts, or are ready, upon a very slight interrogation, to declare to us. Words have now an ancestry; and the ancestry of words, as of men, is often a very noble part of them, making them capable of great things, because those from whom they are descended have done great things before them; but this would deface their escutcheon and bring them all down to the same ignoble level."

Now, it is perfectly evident that no word discloses any 'clear marks of birth and parentage', except to those who are acquainted with the languages of which our own is made up. "When we consider that the English is certainly composed of Anglo-Saxon, old Norse, old Norman, and modern French; Latin through the Saxon, Latin through the French, and Latin direct; Greek through the Latin and Saxon, through the Latin and French, or through the Latin only, we see that words can not possibly tell their history to those who are not more or less acquainted with these languages." Nor will phonetic spelling 'obliterate' any of those 'marks of birth and parentage'. Our present spelling was not adopted with any view of preserving the etymologies of our language, and often really obscures them. The words 'cur-few' and 'kerchief' do not indicate that the first syllable of each is derived from the French; and who would imagine that 'con-vey', 'in-veigh' and 'vehicle' have a common derivation?

"Without phonetic spelling, or an equivalent knowledge of the sounds of a language, etymology is impossible, and for this simple rea-

son: we can not trace the history of a word until we know what the word is, and we can not tell what the word is until we know its sounds (for words are sounds, and nothing more) or its equivalent phonetic representation."

It is hardly necessary to remark upon the last part of Mr. TRENCH's objection. Such talk may do for the aristocracy of England, with its titles and nobility and hereditary greatness, but it will never suffice in democratic America. *Here*, men are not great because their fathers were. The deeds of their ancestors have very little to do with the deeds of their descendants, and their 'escutcheon' is only 'defaced' by their own evil actions. We ask what a man himself can do, not what his progenitors have done. So with words. We wish to know their present meaning and use, and care very little what they may have meant five hundred years ago. Will some one tell us what is meant by words being brought 'down to the same ignoble level'?

The friends of phonotypy earnestly ask teachers to examine the subject, resting assured that a thorough knowledge of the system will convince them of its philosophy, beauty and utility. O. C. BLACKMER.

ST. CHARLES, Illinois, July, 17, 1856.

TRUTH AND FALSEHOOD.

AN old adage says, "A lie will travel seven leagues while Truth is putting on her boots"; and O'CONNELL, in one of his honest and merry moods, speaking of the ease with which men can be imposed upon by pleasing falsehoods, said, "Give me but two days the start with a plausible lie, and I will defy the world ever to overtake and refute me." Though this is a hyperbole, perhaps, yet every reflecting and observing person at once feels that it contains more than a shadow of truth. Let any one turn to his early experience. How many are there who are in one sense thoroughly cured of all superstitious fears, of all dread of 'signs' and prognostics—sensible and intelligent persons they are, who smile at their own credulity,—and who can not see the new moon over the left shoulder without an involuntary shudder, nor over the right shoulder without feeling an unwonted pleasure. The falsehoods about good and ill luck, early taught to the vacant mind of childhood, have so changed the very structure and composition of the mind that their influence must always be more or less felt, no matter how completely these falsehoods may in after life have been refuted.

Let the virgin soil of our western prairies be thickly sown with some of our vile weeds—the daisy, or the farmer's deadly foe, the chadlock or knot-grass—as its first crop, and the annual care of a hundred years of excellent husbandry will not so eradicate that noxious seed but that

it shall damage, in a greater or less degree, any crop that can be grown on the soil. And, worse than this, the seeds of many of these vile plants—of most of them, in fact—are winged, and ride on the breeze, or float along the still air, and will contaminate all the fields in the vicinity. Had the crop been the useful maize, the snowy cotton, or the golden cane, two years' neglect, or even unskillful culture, would have served to deteriorate the quality and diminish, if not totally eradicate, the beneficial grain or plant. But the weed will flourish by neglect, will multiply by any treatment less severe than exterminating fire.

So with falsehood first sown in the virgin soil of a child's mind and soul. Such seeds of evil scattered upon that holy ground, as yet free from all sprouting germs of truth and still so rich in capability to produce every noble and divine principle and virtue in such glorious perfection and abundance, will germinate rapidly and preëccupy every nook and corner of the heart with a noxious growth of all that is diabolical and injurious. And more still, such an early crop ripening its pernicious fruits before right principles have ever been planted, will so exhaust the mental capacity as to unfit it for producing in its native strength and fruitfulness any thing good and upright. But, what is still worse, there will be a power to propagate itself in that first vigorous growth of the seeds of sin, which will not be found to the same extent in any subsequent crop.

Horticulturists tell us that the seeds of a young and healthful plant will produce much stronger plants, in their turn, than the seeds of the same species when old and past their prime. And there is some thing analogous to this in the peculiar rapidity with which juvenile crime propagates itself. It requires a far greater time to make a man vicious if he is only moderately virtuous or moral than it does to render a child vicious, be he never so conscientious and correct when the contaminating process began. But a vicious child will much sooner contaminate the moral natures of other children than can vicious men. Children's crimes will propagate themselves among children faster and more alarmingly than men's crimes and vices will be propagated among men, and especially faster than men's vices can be propagated downward to children and among their young natures.

These reflections may lead us to be even more careful of the principles implanted early in the minds of children than of their bodily health. If we would have them virtuous we must begin early, very early, to instill good principles into the minds of the little ones. Preëccupy their minds with what is good, and there is certainly less opportunity for the entrance and spread of what is evil in their hearts. We think it was the witty ROWLAND HILL who once said, "The mind of a child is somewhat like an empty half-bushel measure. If I can fill it full of grain before the devil gets at it, he can't get much chaff in without emptying it completely, which he will find far more difficult than it was to fill it at first."

Again, parents and teachers ought to be exceedingly careful of the purity and truthfulness of their words and actions before children, especially when the little ones ask for explanations of facts and phenom-

ena. A lie acted to a simple and honest-hearted child is quite as bad, if not worse, than one told. And no human tongue can tell, no human thought can adequately conceive, the moral injury that the first false motion may have upon the mind of the young child. It may be drunk in with the mother's milk in early infancy, and may seem utterly insignificant, in fact totally unknown. But yet, in after years it may develop itself most fearfully and injuriously to the world. In the process of vaccination, if the virus put into a little child's arm be taken from a person having the seeds of some unknown and imperceptible poisonous humor lurking in his blood, it will, though it sleep there long, at length show itself, and break forth in eruptions and tumors, causing ineradicable disease if not entire death. Let it be remembered that you can not thus inoculate health and vigor into the veins of a child, though you may disease and premature death. Life, health and vigor must be a growth from within. But disease—oh! how easily is its contamination engrafted on the soundest health and the stoutest vigor. So with moral life, health and purity. These are inward and must grow from the nature of the soul itself. But moral disease, sin, contamination of nature—oh! how readily do these propagate themselves and become engrafted on the best, the purest, the healthiest souls! And being inoculated there by a touch, a look almost, how long may they sleep, and how virulent at last may be their eruption!

Again, let us remember that the slight aberrations of early life may, and necessarily will, unless speedily corrected, eventuate in the most serious and damaging evils. The little sin or falsehood of the boy or girl to-day will grow into a larger one to-morrow. The hair's-breadth deviation of this hour from complete truthfulness or accuracy will, in the hundredth hour thereafter, become a hand's-breadth, and in the thousandth it will be a league's-length, and so on in an ever-increasing ratio, till that ends in the nadir which was originally aimed at the zenith. There is a hill-top that serves as the water-shed of a continent, and the rain-drops that fall side by side on it part as they reach the earth, the one speeding off to water the flowers of tropical climes, and the other hurrying away only to be frozen in the darkness of the arctic winter. So it is with the little notions or bents we give to the minds of little children. A variation so slight as to be utterly unappreciable by human observation may send the child, when he grows to a man, to bask in the eternal summer of God's presence, or to freeze and suffer in the unending winter of his displeasure.

Rhode-Island Schoolmaster.

THE sound of your hammer (says FRANKLIN) at five in the morning, or nine at night, heard by a creditor, makes him easy six months longer; but if he sees you at the gaming-table, or hears your voice at the tavern when you should be at work, he sends for his money the next day.

TO PARENTS.

I wish to call your attention to one fact: that interfering with the teacher's discipline for preserving punctuality not only does injustice to him, but has a very deleterious influence on the school, and also founds a principle of non-obedience to your own injunctions, and diminishes their estimate of the importance of regular habits. To explain, take the instance of tardiness. You say, "My children will always be punctual, unless necessarily detained, and I do not think it a just requirement." Did it ever occur to you that all children are not as honest as yours? that the dishonest seek extenuation from the liberty given the honest? Your boy goes late, and you give him an excuse which you desire to serve for the term, viz: "He will always be punctual if possible." Let the teacher accept this general excuse, and the next time your boy is tardy he takes his seat, under the observation of the school, without rendering the usual account. Every heedless and dishonest scholar says to himself, "I won't bring an excuse next time." He comes tardy. "Where is your excuse, sir?" "I have none; you let so-and-so take his seat without one—why not me?" Thus the teacher is pricked with the sharp horn of a dilemma, and must prevaricate to retain his dignity.

How much trouble would have been saved by complying with the teacher's wishes! But why make this ado about punctuality? Because its importance is daily and hourly forced upon our observation. Show me a lad punctual at every roll-call—starts the moment a recitation is called, with quick but quiet step and brightening eye, and you show one that is always prepared for every question, and eager to drink in every observation and explanation.

Again, take one who has no regard to discipline. He is indifferent to noble incentives—tardy in the morning—tardy at noon—tardy at recitation; throws down his books and slate with a clatter; is laughing, or looking another way when questioned; in fact, is a troublesome character generally. Of these two examples, the latter will probably become an indolent and worthless fellow; the former an honest, capable and trustworthy citizen.

Judge you, now, which course you would prefer for your boy. If you wish him to be a spoiled child, an ungovernable youth and worthless man, let him go and come when he chooses, reproach the teacher before him for not overlooking his faults, and take him out of school because he will not do it. If, on the contrary, you wish him to be an honor to you, take an interest in his progress—teach him to make his wishes subservient to the regulations of the school, and implant in his mind the importance of obedience, punctuality and assiduity.

ILLINOIS STATE BOARD OF EDUCATION.

THE State Board of Education assembled at College Hall on the twenty-ninth of July, 1856, at ten o'clock A.M. President HOVEY called the meeting to order, and after stating the object of the meeting, W. F. M. ARNY was appointed Secretary.

On motion of Professor WRIGHT, it was resolved that we first listen to such explanations as our State Superintendent may make with reference to the proposed amendments he would recommend to be incorporated in his next report to our Legislature, if consistent with his feelings. Upon which Mr. EDWARDS proceeded to give a review of the School Law, and to present to the Board such amendments as he deemed necessary in order to the perfection of our Common-School Law.

On motion of W. F. M. ARNY, it was

Resolved, That W. H. POWELL, J. H. ST. MATTHEW, and all other friends of education present, be invited to take part in the deliberations of this Board.

On motion, the Board adjourned to meet at the school room of the Female Seminary, at two o'clock.

AFTERNOON SESSION.

The Board met and was called to order by the President.

On motion of Professor WILKINS, the School Law was taken up by sections. The first section of the Law was read.

After which, the Secretary read a letter from C. W. BOWEN, member of the Board from the Seventh Congressional District, in which he tendered his resignation, being about to remove from the District. On motion, the resignation was accepted, and A. D. FILLMORE, of Paris, was elected to fill the vacancy.

The following resolution was then offered:

Resolved, That the method of electing the State Superintendent of Public Instruction by the popular voice of the people is wholly wrong, and the term of two years, for which he is elected, is too short.

On motion of Doctor ROE, the resolution was divided, and on the vote being taken it was decided that the State Superintendent should be elected by the vote of the people. And it was decided that the term of office should be extended to four years, and the salary increased to two thousand dollars per annum.

On motion of Professor WRIGHT, it was

Resolved, That we request our State Superintendent to take into consideration the propriety of recommending that the School Law be so amended as to empower the State Superintendent to appoint a deputy superintendent to coöperate with him, with a salary sufficient to secure a good man.

On motion of W. F. M. ARNY, it was

Resolved, That a School-Commissioner should be elected for each Congressional District by the voters of the District, to hold his office for the term of four years, whose duties shall be to attend to the educational interests of the Congressional District, and to receive reasonable compensation for their services; and said nine Commissioners should constitute a State Board of Education, of which the State Superintendent should be the President.

Resolved, That the office of the County Commissioner, in our estimation, should be dispensed with, and that the duties be devolved upon the Congressional District Commissioner and Township Treasurer, respectively.

On motion of Professor WRIGHT, it was

Resolved, That a Township Board of Trustees should be established in each township and fractional township of this State, said Board to consist of five members, to be elected by the voters of the respective townships, and whose term of office shall continue for five years; provided, that the first Board shall draw lots so that the office of one Trustee shall expire each year; and an election shall be held annually to fill the office thus expiring, the said Trustees to be elected as equally as possible from the various districts of the township. The said trustees to district the townships so as to make it convenient, as far as practicable, for every child in their township to have convenient access to the schools, and to have all other necessary powers to establish such schools as the advancement of the pupils in the township may require. To appoint a President and Treasurer who shall attend to all the pecuniary interests of the township, now attended to by the County School-Commissioners.

On motion of W. F. M. ARNY, it was

Resolved, That we recommend that the legal voters in each district in a township be authorized to determine by vote, at regularly-called meetings for the purpose, the location or site for a school-house in their district; the amount of tax for building and repairing school-house, and also any additional tax that they may deem necessary for the purpose of continuing school in their district longer than six months.

On motion, the Board adjourned till eight o'clock.

EVENING SESSION.

The Board was called to order, and the Secretary read the minutes, which were approved.

After which, on motion of Professor WRIGHT, the following resolution was adopted:

Resolved, That the Chair appoint a committee of three to present a plan for the establishment of a State Normal School, for the consideration of our State Legislature at its next session, and that our State Superintendent be requested to embody the same in his report, should it meet his approbation, and use his influence to secure its adoption.

The Chair appointed Professor WRIGHT, E. A. SPOONER and A. D. FILLMORE the committee.

On motion of E. A. SPOONER, it was

Resolved, That the Superintendent of Public Instruction be requested to recognize the *Illinois Teacher* as the official organ of the department of public instruction in this State, in which the decisions made by the Superintendent of

Common Schools shall be published, together with all official circulars, and such other letters of explanation and instruction as he may find it necessary or advisable to issue from time to time; and that the State Superintendent shall be authorized to subscribe for one copy of said school journal to be sent to each township in the State for public use, and charge the cost thereof to the contingent expenses of the department of common schools.

On motion of B. G. ROOTS, it was

Resolved, That we, as individuals, approve of the principle upon which the State school fund is apportioned, and are opposed to any change in our present School Law upon this subject. But we acknowledge that injustice is done, in some cases, by inequality in assessments. This injustice we leave for the wisdom of the Legislature to remedy.

After a full discussion, on motion of W. H. POWELL, a division was called for, and the vote was as follows:

Ayes—ROOTS, WRIGHT, WALKER, SPOONER, POWELL, PHINNEY, BROOKS, WAKEFIELD, JENKINS, WILKINS, ROE, BATEMAN, EBERHART, CHURCHILL, FILLMORE, ARNY.

Nay—N. W. EDWARDS.

On motion of G. F. BROOKS, it was

Resolved, That Teachers' Institutes are an essential means to promote improvement in the art of teaching and to secure the adoption of the best modes of instruction, and we recommend the appropriation, by the County Court of each county, of fifty dollars each year, toward defraying the expenses of such Institute in any county where one shall be held for not less than five successive days.

On motion of Professor WRIGHT, it was

Resolved, That we deem it necessary that provision be embodied in our Superintendent's Report for appeals from all school officers; also provisions for annulling certificates by the commissioner, and that the appeals be made from the school officers to the school commissioners, and that said appeal be presented in writing.

Resolved, That we deem it unnecessary to have our township trustees limited to certain days for the transaction of business, but that they be allowed to meet at such times as the cause of education may demand, by giving due notice, and that they may have the power to assess a tax for scholastic purposes at such time as they may deem practicable, in order to the support of schools in their township, for the term of six months in each year.

On motion of W. F. M. ARNY, it was

Resolved, That the members of the State Board of Education will devote themselves, during the balance of the present year, in visiting the counties in the State, and as far as practicable endeavor to perform the duties of visiting Teachers' Institutes (which devolved upon our general agent, but who declined the appointment), and deliver addresses wherever they can, in the territory apportioned to each.

On motion, the Board adjourned to meet at nine o'clock to-morrow morning.

WEDNESDAY MORNING.

The Board met according to adjournment. The Secretary being absent, Professor WILKINS was appointed Secretary *pro tempore*.

The minutes were read and approved. The President then read letters from the following gentlemen: Doctor HOAGLAND, of Henry; JAMES L. HODGES, Joliet; J. S. BURT, Pittsfield; A. BROWN, of Dixon. After a social and informal exchange of views, on motion of E. A. SPOONER, it was

Resolved, That the Board and friends of education here assembled tender to the citizens of Bloomington their heartfelt thanks for their cordial sympathy in our cause, and for our very hospitable entertainment during our sojourn with them.

On motion, the Board adjourned.

C. E. HOVEY, President.

W. F. M. ARNY, Secretary.

SWAMP LANDS.—Petitions are now in circulation throughout Illinois calling the attention of our Senators and Representatives in Congress to the fact that difficulties of almost an interminable character are accumulating upon the people of this State in reference to our swamp land system; and that unless Congress passes an act confirming the present selections, a great amount of trouble will necessarily arise, and difficulties spring up between State and Counties, and other parties interested. Speculators who are now buying these lands from the United States, and are continually making applications, will, in time, cause considerable uneasiness with those who are *bona fide* citizen purchasers.

Soon after the passage of the act of September 28, 1850, a selection of the lands included within it was made, and the same confirmed to the State by certificates forwarded and entries made in the Land Department, Washington; but the Governor says there have been no patents issued.

The Legislature of our State, thinking the matter settled, granted to the respective counties the swamp lands lying in the same. In the absence of patents to the State, any one can readily foresee the difficulties that will grow out of such a state of things.

We would invite the attention of the citizens of each county in the State to this important subject, and suggest the propriety of immediate action of the county courts, and petitions of the citizens asking the immediate grant of patents to the State, so as to secure the title to the counties, and send the petitions to our Representatives.

We understand that the Governor is about to dispatch a gentleman to Washington to see about the matter and procure the passage of an act confirming present selections, which, if successful, will very materially if not entirely obviate the difficulty of the application of said lands to the drainage and other public purposes of the counties, the most important of which is the establishment of County Normal Schools and Seminaries, to which the proceeds of those lands should be appropriated. This is a matter in which all should feel a deep interest, as it is one intimately connected with the health and educational prosperity of our State.

Prairie Farmer.

EDITOR'S TABLE.

OUR readers are aware that the State Superintendent, Board of Education, and other friends of free schools, have had our COMMON-SCHOOL LAW under consideration for some time past, and that they recently held a meeting, the proceedings of which may be found elsewhere, for the express purpose of discussing and suggesting amendments to the same. This is a grave matter. They felt it so. It is nothing less than laying the foundation-stones upon which this and future generations may rear the fair temple of free schools. Upon the action of Illinois for the next few years, perhaps upon the action of the next Legislature, will hang the success or failure of this enterprise; for it is granted that we can not rest where we now are—some action must be had. They wished, therefore, to devise a system beforehand, that it should be canvassed, its defects pointed out and remedied, the reasons for its enactment urged, and thus to secure the best system possible.

To this task they addressed themselves, the fundamental principle upon which all action was based being that THE WEALTH OF THE STATE SHOULD EDUCATE THE CHILDREN OF THE STATE—that wherever property may be found it should be taxed, and wherever children may be found they should be schooled. It was agreed that the STATE, CONGRESSIONAL DISTRICT, and TOWNSHIP, should be the territorial divisions for school purposes, and that the officers of the law should be a Superintendent and Deputy Superintendent for the State, a Commissioner for each Congressional District, and five Township Trustees for each Township. Here, in a few sentences, is the whole system. The State is to support schools; the people are to control them, through their State, Congressional District and Township officers.

It will be seen that no change is proposed in the office of State Superintendent of Public Instruction. There can be no question about that office; it is essential, indispensable. But it is proposed to give him an assistant, 'Deputy Superintendent'. Any one at all familiar with the duties of the office can see a reason for this. The Superin-

tendent is required by law to visit each county in the State and address the people at least once during his term of office. There are one hundred and one counties. He holds office one hundred and four weeks. To perform this duty effectually, he must spend at least a week in each county. This would occupy his entire time. But he is also required to keep an office open at Springfield, receive and answer letters, interpret the law, issue circulars, compile statistics, and prepare an elaborate report to the Legislature as often as it shall meet. Now this is simply impossible. One man can not do it. The Superintendent remarked to us, a few days since, that it was common to return after an absence of one or two weeks and find that from seventy-five to one hundred official letters had accumulated during that time. Many of these letters required immediate attention. But we will not pursue the subject farther.

It is proposed, secondly, to elect a School Commissioner for each Congressional District, and to dispense with County Commissioners; and that the duties now performed by the County Commissioners be devolved upon the District Commissioners and Township Treasurers, respectively. Two reasons are given for this change—its economy, and its efficiency. Under the present system, it is said, about thirty thousand dollars are annually paid to County Commissioners. Under the proposed system less than half that sum will be required. It will, therefore, be a gain to the State of from fifteen to eighteen thousand dollars a year.

Its efficiency is not so easily shown. We have no doubt that, for the present, one well-paid, competent District Commissioner will do more than ten ill-paid County Commissioners. He can afford to devote his entire time to the service, to thoroughly inform himself of the best methods of teaching, and to go from county to county and hold Teachers' Institutes. He will arouse and guide public sentiment, advise about the location and structure of school-houses (a matter of vital importance), and, in a word, will make our system a living system, our statute a living statute. A law is useless unless executed. It is some times worse than useless if feebly or badly executed. If it shall be the policy to retain the one hundred and one County Commissioners, with salaries barely sufficient to pay expenses, can we hope for a vigorous execution of the law? can we hope for any thing more than the distribution of funds and teachers' certificates? If we could have a well-paid and competent commissioner for each county, who would devote his whole time to the service, it would be vastly better than the plan proposed; but that would involve a large expenditure, and, if insisted on, might peril the common-school system.

It is proposed, thirdly, to adopt what is called the 'Township System', which consists in placing the schools of a township under the control of one Board of Trustees, who shall be elected, as nearly as possible, from the various districts. This is a wise measure, and should be adopted. Every man who has carefully examined into this question has come to the same conclusion, so far as we know. The State Superintendent strongly urged its adoption by the last Legislature, and submitted an elaborate argument in its favor. There are now lying before us between one and two hundred reports from committees of as many different towns in an Eastern State, advocating the 'Township System', and recommending that it should supersede the 'District System'. The conviction of its superiority, with those who have examined the matter, is strong and unanimous. The District System renders our common-school law cumbrous and unwieldy. It forbids any thing like unity and simplicity, and has already operated unjustly toward many citizens. For instance, a case came under our notice, not long since, like this: One district had hired a teacher for the year and paid a large salary. When pay-day came they had not public money enough, and the whole township was holder for the debt of this district and had to pay it. If the hiring of teachers had been left to a committee of the township, then every district of the township would have fared alike. As this will be the subject of a future article, we forbear further comments.

To the examination of these changes in the school-law we throw open our pages. If any have an opinion, say on. We invite discussion.

JONESBORO, Union County, Illinois, July 29, 1856.

C. E. HOVEY—*Dear Sir*: Can't some thing be done for the cause of common schools in this southern section? The people are desirous of good schools. They want good, *live* teachers. They will pay fair salaries. Will you not send into this region Mr. POWELL, Professor BATEMAN, Mr. WILKINS, or some whole-souled, energetic man who will 'wake us up'—arouse us to a due sense of our duties and responsibilities in this matter? I will go with any body and do all that lies in my power. Institutes, even on a small scale, might be held, or persons could go from one county to another and *talk, not read*, to the people. In our Institutes, if we could start them, written lectures might answer the purpose, occasionally, at least; but in all our meetings we would want *earnest talkers*—those who would come right to the point in a plain, familiar manner. The people, I am confident, would take an interest in the matter. I think we might hold Institutes in Jonesboro, Carbondale, Duquoin, and other places, that would be well attended. We could then obtain subscribers for the *Illinois Teacher*, which would of itself do much good and beautiful work in this section for the glorious cause. I, for one, am ready to enter into any arrangement that will

benefit this section. Who will come and help us? "In union there is strength." The North ought not to neglect the South. The advancement of each section is the advancement of the whole State. The neglect of one section imperils all the others. When one member suffers, all suffer. I believe that now is the time for 'a long pull, a strong pull, and a pull all together,' for the advancement of the educational interests of the Prairie State. Shall I be permitted to hear from you in regard to the matter? Yours truly, W. S. POST.

We have received various letters of the same import as the above, and are happy to say that while we are penning this note, WRIGHT, POWELL, WILKINS, and ST. MATTHEW are on their way to the South to attend a series of Institutes. They will *'talk, not read'*. Give them a hearing. They have appointments at Vandalia, Benton, Jonesboro, Richview and Belleville.

- PLEASANT HILL SCHOOL-HOUSE, down in Egypt, July 8, 1856.

MR. EDITOR: We commenced a school here, in Gallatin county, district number three, township eight south, range nine east, on the twenty-sixth of November last, which continued until the weather became so cold that we were compelled to stop and repair the house, which occupied a month, and on the first of February we commenced again for a term of six months. We have had an attendance of one hundred and twenty-five pupils. The parents and patrons are beginning to take a lively interest in the matter. The children are advancing rapidly, and we are determined not to be behind our neighbors in this enterprise. On Friday, the Fourth, we had a district-school celebration. I requested the scholars to meet at the school-house, which those of the country did at eleven o'clock; and at twelve o'clock the children of New Market, a little village in the district, made their appearance in double file, with the flag of our Union and martial music at their head, were saluted and welcomed by those already present. Next, we had some declamations by the scholars. And after each boy had been presented with a piece of blue ribbon, and the girls with a pink-colored piece, which was worn the remainder of the day, they were then all formed and marched in a procession to New Market, where the Declaration of Independence was read, and a short oration delivered by Reverend B. BRUCE; after which the children proceeded to the table, under the stars and stripes, the rolling drum and the shrill notes of the fife. The dinner had been prepared by the parents, and friends of education. After dinner an address was delivered by our excellent School-Commissioner, J. E. JACKSON, on the subject of education and moral training, followed by patriotic addresses by Reverend B. BRUCE and your humble servant. Good order reigned, giving universal satisfaction. The only grog-shop in the place was closed, and not a glass of spirituous liquor drank until the close of the exercises and the children had dispersed.

We do n't expect to compete with our friends in the North yet for a while, but intend the best race we can scare up. If we could put the *Illinois Teacher* into the hands of every school officer, instructor and family in the State, the revolution would soon be complete, and the quicker the better. J. M.

We are glad to read this report of the doings in Gallatin county. They have several *live* men down there, among whom we would mention, especially, J. E. JACKSON, Esquire, the able School-Commissioner of the county.

KEEN AND LEE have just published an edition of the school laws of this State. School officers, teachers, and other citizens, will find a 'quarter' well spent in the purchase of this pamphlet.

H. B. HOPKINS, Esquire, the gentlemanly Superintendent of Public Schools in this city, has recently resigned his office, owing to a press of other duties.


T. N. McCORKLE, of Griggsville, has received and accepted the appointment of Principal of Brimfield Academy. He takes away from Peoria one of our best teachers as an assistant, Miss MARY BROOKS.

R. H. ALLEN, Esquire, a member of the Board of Education for the Fourth Congressional District, has resigned his place, migrated, and pitched his tent in Northfield, Rice county, Minnesota Territory. He is a fine fellow, an excellent teacher, and has left a host of friends behind him.

MESSRS. MERRIAM are about publishing an abridgement of WEBSTER'S Dictionary. The proof-sheets before us indicate that it will be far more valuable than any previous abridgement of this work. We look for it with interest.

MR. PRESIDENT: I feel it my duty to defend my colleague from the charge of false grammar; and in doing so I shall prove, by any grammarian you please, *that that THAT that that* gentleman used was in strict accordance with every rule of grammatical construction. Again: *That THAT that that* boy said that he could parse, is not *that THAT that that* teacher that sits in that chair directed him to parse. How many of your pupils can parse all the *thats* in the above sentence correctly?

A genuine Yankee sends us the above. We propose it to our readers not as a parsing exercise only, but as a reading exercise.

TELL IT NOT IN GATH.—A teacher presented to a member of the Board of Education, a short time since, a certificate of qualification to teach, signed by a high official as follows: "A—^{his}——B—." WAS

that in Egypt, or toward the North Pole? Of course it could n't have been in the middle regions.

WE learn from C. R. STORR, Esquire, Commissioner of Kankakee county, that the teachers lately held a meeting at his office, preliminary to organizing a County Institute. All right; they are doing the same thing all over the State. We are obliged for the good word spoken for the *Teacher*. The friends of free schools see the necessity of circulating their journal widely, and seem determined to do it. A fine opportunity will be presented for accomplishing this purpose at the Institutes.

SCREW LOOSE.—The *Indiana School Journal* is considerably exercised about the mails, and complains of being 'victimized' by Uncle Sam. We can sympathize, being occasionally in the same fix. Our exchanges, however, come promptly to hand, with the exception of the *Connecticut School Journal*. This, for some reason, has not yet made its *début*.

BOOKS AND PERIODICALS.

COLTON'S ATLAS OF THE WORLD, in two volumes. New York: J. H. COLTON AND COMPANY.

One of the achievements of the nineteenth century. We are proud of this American work—proud that it has provoked the astonishment and admiration of Europe; proud that the first cosmopolitan atlas FROM ENTIRELY NEW PLATES for the last quarter of a century owes its existence to the enterprise of an American house. A person glancing at these magnificent volumes may wonder how they could be produced, and yet form no true conception of the labor and expense of collecting and arranging the facts, items and details into one grand whole. Their cost (twenty-seven dollars) may place them beyond the reach of some of our readers, but they are a luxury which those who are able will do well to indulge in. This work alone is enough to fix the fame and fortune of its publishers.

PHYSICAL GEOGRAPHY. By D. M. WARREN. Philadelphia: H. COWPERTHWAIT AND COMPANY.

Physical Geography must very soon become a leading study in the schools, and it is gratifying to see that publishers are anticipating the demand for textbooks on the subject. This is the third which has appeared within a short time. From a limited examination, we judge it is more than an ordinary book.

and is admirably fitted for service in the school-room. It is a continuation of MITCHELL's series.

PEARODY'S UNITED STATES. New York: SHELTON, BLAKEMAN AND COMPANY.

A chronological history, arranged with plates on BERN's principle, and specially adapted to the school-room, is now presented to the public. The peculiarity of this book is this: that it proposes to assist the memory by a series of mnemonic plates, and thus fasten, by association, facts which otherwise would soon be forgotten.

ELEMENTS OF GEOLOGY. By LOOMIS. Boston: GOULD AND LINCOLN.

A work which presents a systematic statement of the principles of the science within such limits that they may be carefully studied in the time usually allotted to the subject. Much attention is paid to the explanation of geological phenomena and the kind of evidence relied on in geological reasoning.

ELEMENTS OF THE GERMAN LANGUAGE. By T. SODEN. Cincinnati: APPLIGATE AND COMPANY.

This book seems to differ from the OLLENDORFF series, and yet retains many valuable features of that author. It adopts the method of AHN, and, as the work of a successful teacher, is, doubtless, well fitted for the objects of its compilation.

THE FLOWER-QUEEN. Published by HIGGINS BROTHERS, Chicago, and edited by W. C. WEBSTER.

A neat little monthly, whose scope may be gathered from the following lines, which stand at the head of its columns:

"Music! A blessed Angel she was born,
Within the palace of the KING of kings,
A favorite near His throne."

Success to the *Queen*.

HAINES'S SCHOOL LAWS OF THE STATE OF ILLINOIS. Chicago: KEEN AND LEE.

This will be a welcome publication, and, as it is prepared with the approval of the State Superintendent, is entirely reliable. The same house publish *Haines's Treatise for Justices of the Peace*, with practical forms adapted to every service and duty, and also *Haines's Township Organization Laws*. These deservedly popular works are meeting with a large sale.

THE CHRISTIAN SENTINEL. O. A. BURGESS, Editor. Published at Eureka, Illinois. \$1 a year. Printed by NASON AND HILL, Peoria.

We like this monthly for the stand it takes in favor of education. It argues that education and religion should go hand in hand together. It is printed in that inimitable style which has rendered the publications of NASON AND HILL models. We learn that its circulation is rapidly increasing.

ILLINOIS TEACHER.

VOL. II.

OCTOBER, 1856.

No. 9.

THE ILLINOIS SCHOOL LAW.

"No more School Tinkering."--WM. L. CRANDALL.

There is no eloquence needed to demonstrate the advantages of a good system of popular education. All parties take but one view in this respect. The forward civilization of our common country is directly attributable to the broad and liberal views taken universally of the importance of schools. Our people are generally what their early instruction has made of them; moral and intellectual, a blessing to their age; or coarse and sensual, fit only to perform the commonest uses of society, and evincing perhaps a tone of sentiment noxious and destructive to the general welfare. Hence every state should have the very best educational system, which an intelligent Legislature can provide. And we are gratified to know, that in our own country so universal attention is given to the subject. No matter where you may travel in our free Commonwealths, whether you penetrate the interior, ascend the hills, or descend into the valleys: in every direction we shall find the district school, often like an oasis in the desert, often repulsive in appearance, and too generally void of any thing like architectural beauty, or even of convenient adaptation to the uses for which it is employed, but always nurturing citizens for our country. So correct are the sympathies of our people upon this subject, that even with imperfect legislation, and often a heterogeneous population, our public schools are best of any in any country. We have no despotic coercion as in Prussia, nor do we need it; and may the time never come when any educational man shall dare advocate its employment. Education, like political privileges, should be free; and our people should be attracted by the entertainment, not compelled to partake of it, whether they will or not.

In the State of Illinois, the initiative step has already been taken.

The Legislature of 1855, has given the people a system of free schools adequate to meet the first necessities. Now is not the time to pass judgment upon that act. It has the authority of law, is in actual operation, and in a fair way to become popular and successful. If we had reviewed the bill before the action of the Legislature, perhaps we might have indicated what we might deem to be improvements, and, perhaps, have suggested a better system. But now the whole matter should be considered in the main as a forgone conclusion. The principal elements of our school polity, should be permitted to operate undisturbed till experience shall have shown them to be objectionable. Else like the promulgators of the French Republic, we shall be likely to acquire the habit of remodeling our educational system, tinkering up its structure till our people, in disgust at the constant unsettling of the matter, and the frequent changes shall demand that the whole fabric be swept by the board, to give place to a state of affairs which, if not the best that can be devised, may have at least the unquestionable merit of being somewhat permanent.

There is a superintendent of public instruction to take the general oversight of educational matters, and to have the custody of the public school moneys. We see no fault to find with this office, except that the law has omitted to supply him with proper clerical assistance. In the State of New York, the common school funds are in the keeping of the comptroller; yet it has been deemed proper to provide the State Superintendent with a deputy and three clerks; and so multitudinous are the duties of the Department, that for many months in each year, that officer has needed more assistance. If such is the case in New York, where institutions are more settled, the matter obviously must be in a somewhat analogous predicament in Illinois. In keeping with the policy of the sister states, where education has received most attention, our law provides for the election of a School Commissioner in every county. The duties of this officer need no delineation. It may be safely presumed that no intelligent person can be found, who doubts that such a functionary is needed. In the State of Pennsylvania each county has a Superintendent of schools, elected by the directors of the school districts. In New York the Legislature of 1847, at the instance of several boards of Supervisors, abolished the office of county Superintendent. The schools of the State did not retrograde, to be sure. It was not accordant with the nature of the people to permit this. But it was soon found that the system was not in good working order. The Township school officers became, from their peculiar position, almost irresponsible, and, for all practical purposes, supernumerary. So great disorder reigned that it became impossible for the State Superintendent to obtain reliable figures for his annual reports. He got statistics and the Legislature printed them, but they were utterly unreliable and valueless. Now we do not consider it the principal duty of that office to make an annual report; but we do declare that a school system, where it is not practicable for him to do that work, must be wretchedly out of gear in other respects. So thought our New York brethren: and we accordingly find the last Legislature fram-

ing a law which, to be sure, does not re-establish the abrogated office, but creates school commissioners for the several assembly districts, to attend to the duties of supervision, etc., formerly committed to township officials. An improvement is manifested in the fact that the new officers, being better paid for their work, will be more generally likely to do it well.

It is to be hoped that Illinois will profit from this experience, and, for some years at least, leave the school commissionership undisturbed. If it is abolished, to give way for a similar office with a larger arena of jurisdiction, we are confident that educational men will very speedily regret the change. The new functionary may be better compensated than the present half starved commissioner, but he will have more to do than he can possibly perform. His influence on our schools will be so diffused as to be annihilated. "Spread out" over so wide a surface, he cannot but be "very thin" in every place. Besides, a commissioner having jurisdiction over a multitude of counties, will be out of sight and hearing of the people; and his movements will never be a theme of public interest. In this case, he will soon be felt to be a sort of cancer or fungus excrescence, feeding on the public treasure and depleting the revenues, but of no particular benefit to the body politic; and it will always be a very easy thing for a scheming politician, to push a bill through the Legislature to lop him off. A change, therefore, in this particular may, perhaps, be of benefit to the new officeholder, but must be disastrous to the cause of education: and we hope it will not be undertaken. We are willing to pay our county commissioners better, and so to show that we prize their labors; but till better enlightened, we must insist that there shall be no innovation made, no experimenting, no empiricism with this feature of the system.

We now approach a field, where every inhabitant of the Prairie State cannot but feel an eager interest: we mean the arrangements pertaining directly to the schools themselves. Much has been said eloquently on all sides of the question. We do not think that the good sense of our people will tolerate a wide departure from the present form of administration. It may answer for a French people to establish an "indivisible republic," which shall be removed one step only from empire and despotism, annihilating home and local jurisdiction; but a people of Anglo-Saxon proclivities, jealous of individual rights and personal liberty, will never acquiesce in the surrender of local control of school matters.

Where they send their children to be educated, they will demand a voice in the general economy, and will never consent cheerfully to the establishment of public schools, over which they have no control. They will always be opposed to a policy of consolidation and centralization. The school district is a little republic, in which every man is a citizen and legislator; and he feels his personal importance enhanced by that fact. The influence is most felicitous, disciplining every citizen of the township for the performance of his duties as a member of the State: for the state should not be an aggregation of individual atoms, but as one body having many members, every one of them indispensable in the constituting of the perfect whole.

We are very willing to concede, however, that it is very likely that our local school arrangements shall be somewhat modified, in order that they may be better systematized; and that the duties and powers of officers should be more perfectly defined. This would be an improvement rather than an innovation, and would tend to mature rather than revolutionize our educational polity. Certainly it would not impair the confidence of the people in the permanence and consequent success of the system. We will take this opportunity to suggest the form which we deem best calculated to preserve the advantages, and avoid the inconveniences of our local arrangements.

The Township Board of Education should be continued. Changes might be made in its constitution, which would make it more republican in principle, and at the same time more efficient in action. Let its members be divided into two or three classes, so that one might be elected every year; thus securing the advantages of popular election, while retaining in office a sufficient number already familiar with their duties, and avoiding the disadvantages of entire change. But we would provide that the members of this board should not be elected by general ticket. In order that every part of the township should be equally represented, the territory should be divided equitably into wards or school districts, every one of which should be entitled to elect a fair proportion of members of the board. The law could be modified to provide that the members from each ward or district should constitute a local committee, to take the oversight of matters pertaining to their respective territories, etc., while all the general duties were imposed upon the whole board. Upon this body of men should be devolved the power and imposed the duty, to build and keep in repair a suitable school house in each district; supply it with proper furniture, fixtures, apparatus, text-books and library; employ, license and pay all teachers in the same, always having one for at least every forty scholars in attendance, and with power to dismiss them at any time for proper cause which shall be duly determined; and in short to exercise a general oversight over the schools, and discharge all duties usually assigned to directors and trustees. They might be also empowered to elect a clerk, paying him a proper salary, who should perform the office of secretary to the board, examine teachers prior to their employment, act as school visitor, and prepare an annual report.

This would be a simple arrangement, combining the advantages and avoiding the defects of our present law. It is no novelty, having been already tried and tested in the east. It obviates entirely the evil of having feeble schools taught by illy paid teachers, scattered here and there over a township, and provides, instead, a uniform system of graded schools, in every ward or school district, and at the same time an economy of the expense. Nor need the improvement stop here. Every board of education should be required to establish a High School or academical institution, which should be free to all pupils in the several public schools, that have successfully prosecuted the different studies usual in such places. If a township should be too sparsely populated or otherwise incapacitated, then let the Boards of several

towns combine their ability for the establishment of such an institution. By thus extending the benefits of our system, the necessity will be obviated, to a great extent at least, of establishing academies by private enterprise, the facilities in which are accessible only to those having money to pay for them.

The establishment of a State University, for the education of all students who have completed their academical studies, and are desirous to perfect their acquirements, would be the keystone of the whole structure; and would afford to the humblest, educational facilities unsurpassed by those now enjoyed in older and more favored States of our Union.

I have thus endeavored to portray, briefly, a method of maturing our educational policy, which, without an attempt to unsettle or revolutionize the system now existing, will multiply its advantages and render them, at the same time, generally accessible; and meanwhile acceptable to the masses of our people, who are always generous and liberal to any extent, when convinced of the utility of any project which may be confided to their judgment.

PTOLEMAIOS.

"EGYPT," Sept. 30, 1856.

THE INDIAN SUMMER.

BY ARTHUR A. CLOVES.

Ye who love the golden Autumn,
 With its mystic, dreamy sunlight,
 With its trees of many colors,
 With its thousand yellow cornfields,
 With its broad fields of Mondamin,
 With its clear and silvery moonlight,
 And its lonesome sounds and voices,
 Voices heard in the calm twilight
 'Neath the starlight and the midnight,
 In the country and the city,
 On the mountain or the prairie,
 Voices telling us that Summer
 Dreams no more upon the hillside,
 Telling us the year is dying,
 As the forest leaves are falling:—
 Ye who love these sounds and voices,
 Of the golden Indian Summer,
 Listen to this rhymeless legend,
 Of the melancholy Autumn.

Lovely is the Indian Summer,
 With its dim and dreamy splendor,
 When the birch tree and the maple
 Wave like banners on the mountain,
 When within the silent forest
 Sits the Chetowaik, the plover,
 And above the distant mountain,
 Sails Keneu, the great war eagle,
 Slowly through the fields of ether—

And the birds are flying southward,
 To the tropic groves and Islands,
 To the waving, wide savannas,
 Flying from the wintry tempests,
 That shall soon sweep through the valleys,
 Bearing on their mighty pinions,
 Fentherly flakes to shroud the hillside,
 Shroud in white the plains and mountains,
 And the lone and leafless forest.

'Tis a melancholy season—
 Earth seems but a realm of sadness,
 And the years that have departed,
 Rise before us in their glory,
 In their beauty and their glory,
 Rising solemn and majestic —
 And the heart turns sadly from them
 To the dim realm of Ponemah,
 To the land of the hereafter.

Many a lesson Autumn teaches,
 If we will but hear the music,
 Of her myriad solemn voices,
 Many a lesson of the swiftness,
 Of the hours of our existence
 We are passing from our places,
 To return no more forever,
 As the golden year is dying,
 On the mountains and the cornfields,
 'Neath the misty Indian Summer,
 And the melancholy Autumn.
 WORCESTER, Mass., Oct. 1856.

RECOLLECTIONS OF A DISTRICT SCHOOL TEACHER.

BY W. H.

I am not sure, Messrs. Editors of the Illinois Teacher, that what I shall now write belongs strictly within your province; but you shall see for yourselves, and then, if, either in the design or the getting-up, it falls beneath the *grade* Editors generally establish for a guide, you will, of course, exercise your professional prerogative of pitching it under the table, *sans ceremonie*.

I was sitting in my office the other evening, with my friend G. It was the first time this season a fire was necessary for comfort, and the genial warmth it sent out seemed to freshen my friend and me in our remembrances of winter evening entertainments, "time gone." G. used to teach school in one of the Southern Districts of Illinois, and after he had sat down with me and repeated some of his *pedagogical* experience, the conversation turned to this subject on the occasion first referred to above. I made a promise to myself to write out his story for publication, and, although some of its points may have escaped me by this time, I now address myself to the task.

"I was but little above sixteen," said my friend "when I was introduced, by circumstances I need not relate, to undertake the tuition of some twenty pupils in the common branches, at Liberty School-house, "Township —, District — South, Range — West." It was full fifteen miles from the city where resided my family, and the boon companions of my youth. It was a weary, long way, I thought, and my new home (for a season) was among total strangers. It was winter too, and Oh! how I dreaded the 'journey.' But I went with many misgivings—not the least among which was a modest feeling of incapacity to fill my new and responsible position. I bade farewell to mother, brothers, sisters and friends, promising them to return every two weeks, at farthest. Jog, jog, I went, over the rough road in farmer Short's wagon on my novel errand. I had arranged with farmer Short to board at his house, which was but a few steps from 'Liberty School-house.' We arrived at length, and I was confused and abashed at the cordiality with which I was received by the lady and the elder children. I never will forget the strings of sausage that adorned the walls of the basement kitchen, which met my eyes—or rather, which my eyes met, as we went down to supper on the memorable 'first night.' That was Saturday. There was to be a meeting at the school-house next day, and this was a great relief to my already *blueish* mind. Sunday came, and if there ever was a Sabbath it was then. No bells ringing—no noise—no gay parade of people in their 'fix-ups'—nothing but stillness, and the holiest sort of quiet, until three o'clock in the afternoon. At that hour I stepped over the stile and walked slowly to the service. The congregation had just finished singing as I entered the school-house. If General Washington had arisen from the grave, I don't think his appearance would have occasioned a greater stare than did mine. Now, I am not particularly handsome, nor do I believe I am positively ugly. I am sure my dress was not such as to attract notice. But I was a stranger—I thought this would account for it. A voice near me, in a whisper, said: 'It's the new master.' Had a cannon been fired by my side, the report would not have stunned me more. I would have given anything, almost, for a seat near the door to sink into, but there was none vacant, and I was obliged, with a dizzy head and trembling limbs, to make my way clear up to the 'amen corner,' where I was the object of the minutest scrutiny. At least I *thought* I was.

The service continued. I could see big tears dropping down the wrinkled cheeks of the good man who preached. I observed the rising and falling inflexion of his quivering voice, but not a single word he said did I heed or hear. I dared not look around on the congregation, and if to them I appeared religiously devout, I am quite certain it was on account of no premeditated effort of mine. The benediction and discourse came at length, and so did relief, but they all came together. Those few words, 'It's the new master,' rang in my ears like a knell.

Monday came—blue Monday for me. I would fain have urged illness, but I felt I was 'in for it,' and my pride of character couldn't bear a failure. Farmer Short, being one of the Directors, very politely

(strange I did not think it so.) volunteered to assist me to organize the school. I thanked him and respectfully insisted that I would not impose that kindness on him. He said it was no trouble at all—that he was entirely at leisure that morning—that he knew most of the subscribers' children, and that, he doubted not, he could help me a good deal about arranging classes, etc., etc. I didn't want to push the thing too far—it wouldn't be prudent—so I again mentioned my gratefulness for his confounded officiousness, and we started off together. By so he means one of the Short boys, who had offered to make a fire for me, had upset the stove, and there stood some dozen or so scholars of both sexes, with folded arms and bent backs, shivering around the 'ruins.' Now this circumstance, however unfortunate it was in itself, to me was not half so terrible as I made believe. It was an excellent excuse for appearing flurried.

Well, we tugged away as best we could, and in space of half an hour got the stove up, the pipe adjusted and a rousing fire started. By this time Mr. Director Short had thought of some urgent business which required immediate attention. He had no apprehensions, however, but that I could manage to get along without his services. I agreed with him most cheerfully and, bidding me and the scholars good morning, he took his leave. How I commenced operations—how my classes were formed—what rules I laid down in the organization of my first school, I shall not stop to tell; but I know I succeeded better than I would have done had I friend Short to watch my movements.

But I must hasten on with my story. The vexations I encountered were not few. I can see now many errors I was led into through my inexperience and extreme youth. I tried hard, very hard, to do my duty. The neighborhood saw and appreciated my efforts, and were not disposed to complain of any dereliction they may have noticed. Every fortnight I went home, told my petty griefs to my beloved mother, received her sympathy and kind words of consolation, and returned with renewed vigor to my task. I had engaged to teach thirteen weeks, at two dollars and a half a scholar. This was low wages, but I had been without employment and had determined that my mother was sufficiently taxed to support the younger members of our family, without being burdened to find food and clothes for me; and, as no other opening offered, I deemed it well to accept this.

Time passed, and my long quarter came to a close. On Friday afternoon, the last of my school, every one of my patrons came and paid their bills. Oh! How light was my heart the following day, as I took my little bundle of books and clothes and walked all the way home. And did I not feel happy when, kissing my fond parent, I laid in her lap twenty six dollars of shining American gold? Never, while I live, will I forget that other reward, better and dearer far, that awaited me. With a great tear in each eye she drew me to her, and the words she uttered were: "*William, my brave boy!*"

But this was not all my friend's experience in school-keeping. With your permission, Messrs Editors, at some future time, I will trouble your readers with further recollections of G.'s career as a country schoolmaster.

THE ARTIST.

BY HENRY MEL.

I knew of one within whose clear, deep soul
 Were wells of wisdom His snow-bound temples
 Seemed beautiful in the rich sunset of
 His life. His lips were eloquent in praise
 Of his high art, for all his years were given
 To its unfolding. Nor yet the marble
 Of Pentelieus beneath his touch
 Became a thing of life, nor Raphael's
 Colors objects of his skill. Yet Nature
 Ever stole upon his sense, with sweetness
 And with joy. One by one arose the
 Imperishable forms of living things,
 Of outward and of inward life, until
 The heaven of his boundless thought, shone forth
 In constellated beauty. He would note
 The freckle of a flower, and every tint,
 Follow through its gradations. He sat, a
 Pupil of Nature's sweetest harmonies,
 Her golden industries, economies, and truths;
 Her dignities, and graces. His soul's bright fire
 Diffused itself along the living air,
 And human hearts grew lustrous in its blaze.
 Bright scenes of Charity, and Faith, and Hope,
 Of triumph over Wrong, of high Resolve,
 All Aspirations, all Allegories,
 Whatever might bless or cheer the heart of man,
 Refine his pleasure, chasten, and instruct,
 Passed through the gorgeous temple of his Mind,
 To come again in beauty rebaptized.
 And consecrate the purposes of good.
 He gave to each the color of his soul.
 The hue of immortality. Great truths,
 Which he had gathered from the sea and air,
 Torn from the granite crowns of hoary hills,
 Extorted from the earth, or plucked from out
 That cloudy girdle of bright mysteries
 Remote in heaven—zone of eternal light—
 In him, were poems of pure harmony,
 Were pictures perfected in light and shade
 To be spread out on undecaying walls,
 Or gems, prepared and polished with nice art,
 To be reset in ever-dying panes.
 And so in him became the Beautiful
 A part of earth's diviner light and joy,
 And of Philosophy a part, her charm,
 So that she seemed attractive, not severe,
 Graceful in mien and tender in her look.
 O with what pride the Artist felt his power,
 And with what joy, saw elemental forms
 By slow developments take grander shapes,
 More brilliant hues, proportions more exact.
 'Till e'en the finest fibre of the soul.

Could feel the pulse-beat of the midnight skies,
Sounding through all their golden arteries
Interminable Life, and Light Supreme
Convolving all.

What vigilance, what thought,
What zeal, what dauntless purpose and how pure,
Must have inspired the unflagging soul
To consummations of such high import
And wondrous skill. And now he could survey
The past, in this the twilight of his year,
With sweet content. As some astronomer
Delights to dwell on new discovered worlds,
Speak of their magnitude, velocity,
And light, their orbits and their distances,
So he, in the full fervor of his soul,
Would speak of those, to which his industry
Had given form, and force, and tendencies,
Celestial in their kind, ample in power
To cope with essences and spirits rare,
In volving and evolving all things pure,
Rounding the thrones of ever-living thought
Concentric-like, as seven-mooned Saturn seems.
In the bright blaze of his imperial rings.
It seems a little thing, into the tide
Whose fluent life is scarcely felt or seen,
To cast a pebble and disturb its rest.
The presence of that grain of common earth,
Is visible in each receding wave,
Tremble in every drop, and floats away
Into some distance that we know not of.
It is a giant task, an act sublime,
When human passions have begun their sway,
To keep the waves of feeling and of thought
Within the soul, transparent and serene;
So to apportion Knowledge, Wisdom, Truth,
In all their multiplicities, and forms,
That they shall glow in bright reflection there,
Like stars seen glimmering on pacific seas.
To such an one the world gives little praise.
Less useful artists win their country's fame,
Unasked, mankind bestow a gilded tomb.
The TEACHER needs them not, for every soul
That grows in perfect stature at his feet,
Becomes a tongue to "syllable his name"
Forever and forever — a monument
Whose solid base the boundless Universe.

Peoria, Oct. 1856.

EXPERIENCE IN TEACHING. — Education is a thing which concerns everybody, and therefore, by a common fallacy, everybody thinks he understands it, and thinks his own opinion on it as good as any one's else. Hence multitudes of persons who have never made this subject their actual study, yet consider themselves at liberty to write, (that is, to instruct the public,) on it. Now on the subject of gunnery, or dancing, or shooting, or military tactics, this is not the case; every one is not concerned in these as he is in education, and hence it is not every one who has, or even thinks he has an opinion on them.

A PITHY LETTER.

From A. Constantine Barry, Superintendent of Public Instruction, in Wisconsin:

DEAR SIR: Yours of the 14th reached me to-day. My opinion is clear and decided that the most perfect system of public instruction which can be devised in this country, is that which for a time prevailed in this State, viz: a town superintendent in each town; one or more county superintendents in each county—(say one for each Assembly district)—and a state superintendent. You are undoubtedly aware of the duties of these several officers under our system, and the legal powers and judicial jurisdiction that was conferred on them. The last (which I believe has not been imitated by several states which imitated the mere form of having officers called by their names) was, if not the most important feature of the whole, at least that one without which all the rest amounted to comparatively nothing. You must clothe your school officers with authority if you wish them to have weight in the community and be looked up to; and then again, there can be no such thing as successful schools where any quarrelsome man in the state can plunge a school district into contention and litigation in the ordinary courts of law. Our laws did not prevent an aggrieved party in very many cases from going to a court of law.

But it opened another class of courts to him where there were no lawyers, no costs or fees, and no wire drawn technicalities; in short, where a man familiar with schools, and who ought to be familiar with school laws—who ought to be above local excitements and paltry prejudices—acted as a judge, a jury, a court of conciliation, a court of law, a court of equity, and, finally, as a firm and sensible *friend of all parties!* Our county superintendents answered to a county court, and the few appeals that went up from their decisions, went to the State Superintendent, who, in school cases, (commenced before a County Superintendent, or before himself) answered to a court of appeals.

In our State he was and is an officer within his jurisdiction, the most absolute known to our laws. No legislature, perhaps, would at once, and directly have conferred such powers. It grew gradually out of circumstances, and out of the necessity of the case—*unless* the schools were to be swamped by litigation, and unless the vast machinery necessary to carry on nearly 12,000 schools, and to annually pay from the public treasury over a million of dollars, was to be left to fall into irregularity and inefficiency. And never have our people complained of the high and summary powers of the State Superintendent. In the few questions ever raised on the subject, they have invariably stood by him. Indeed, I hardly now recollect an instance of such a question getting to any extent before the public, unless in the case of my decision, in the case of *Quigley vs. Gifford*, (on the subject of compelling Catholic children to read the version of the Bible used by Protestants, and to attend Protestant religious services.)

This is a question on which so much sensitiveness exists in the public mind, that my decision called out a few public murmurs, but the newspapers of the State, almost in a body, without reference to any party or sect, rushed to my defense, and sustained me triumphantly. Our State Superintendent always has the flood-tide of public sympathy in his favor—and he must decide *outrageously* not to have the entire community on his side.

I don't remember, and have no statistical table to show, before me, how many cases were appealed annually from the county officers to the State Superintendent, while we had county Superintendents. (The latter office was abolished before I became State Superintendent.) I know however they were very few. I can speak for this county, for the two terms in which I held its superintendency. There was not a single case appealed during those two terms. Nay, there was scarcely a case carried out in form before me. When I found one was arising, I always asked the parties to wait until I could come on the ground and talk with them face to face on the subject. In nineteen cases out of twenty they assented to this, and I have not a single case in recollection where I failed to settle the matter to the comparative, and frequently to the entire satisfaction of all. I presume this was very much the same over the entire State. I would not give a farthing for a system where the officers are not armed with proper powers. I do not mean the mere power of advising, (if that can be called a power,) but with authority to enforce, by removals from office, by withholding the public money, &c. It is the sheet anchor of any efficient system.

Our county superintendency operated admirably. No intelligent man will now deny this. When the law first went into effect that very able man, John C. Spencer, was superintendent. Through his efficient deputy, Mr. Samuel S. Randal, he solicited able and public spirited men throughout the State to become candidates for the local superintendencies. Many a man did so, and was elected, [by the supervisors] who "would not have looked at" what many at the time would have considered much more important offices. Many of them were or had been teachers, but they were not a band of opinionated, crotchety pedagogues; they were of general information—of knowledge of the world—of standing. They were not men who could be sunk down into agents and puffers for book publishers! Two dollars a day [and no margin for 'roast beef,' paid their horse hire, and for their time and efforts they found their pay in the good which they daily saw themselves accomplishing! Oh, sir, I look back with delight to a period of my life when I was facing storms, breaking through winter drifts, going without regular meals, to bear what I may term the missionary cross among the hills and valleys of this county.

How the 'new officer' was dreaded, at his first approach, by fossil school masters and jealous town officers! They had some occasion to dread him. I remember well my first visit to the town of ———, to examine teachers. That was before we had town superintendents, and while we had three commissioners and three inspectors in each town. In the town of ——— these were all my political and personal friends,

and therefore came out very cordially to meet me at the examination. They were the leading men of the town: two of them decidedly its magnates. One of the magnates had a daughter, and another a sister, to be examined. Both of the young ladies had taught for several seasons, and were not aware that it was necessary for *them* to think of looking over their studies or 'brightening up' for the examination. Their father's and brother's friend, the man whom their fathers and brothers had supported for office, reject them? The idea was preposterous! I prolonged the examination half an hour revolving bitterly in my own mind how I should perform my duty with any degree of grace. Seeing no way to do this, I finally shut my eyes and took the leap. I rejected the entire class. Had a stunning clap of thunder broke from that clear April sky, there would not have been such a momentary look of surprise. The next instant mortification and wounded feelings filled the room with sobs. I escaped; but then I had accepted an invitation to take tea and stay over night with magnate number one. Here was a new trial. I marched over, as cool 'just about,' as a soldier mounting 'the deadly imminent breach,' with Hyder Ali or a Russian garrison on the other side. We got down to the tea table. The Squire evidently had a terrible choking sensation about the throat. Finally he tho't he must relieve his mind, and he said—'Randall, what did you reject —— for?' At that moment —— entered the room, with eyes redder than another Niebe's. Said I, 'You hear your father's question, can you answer it for me?' 'I suppose, sir, because I was not qualified,' was the reply. 'Exactly,' said I—'Squire, be good enough to pass me the bread?'

The next morning —— and two other rejected and dejected ones, were started off by their parents for the academy. I told them I thought with two or three weeks of rubbing up, they would 'pass muster.' But no, they had made up their minds that they would be beholden to no man's lenity in the future. They went to the academy. They staid until they became polished scholars, and on two of them I afterwards conferred state certificates, as teachers of the highest grade of attainment and practical skill. Now for the moral of this anecdote. I know that the law creating county superintendents, was terribly unpopular in the town of ——, even before I came down on them 'like a wolf on the fold!' They thought it a terrible thing in theory to clothe a 'central' officer with such powers, and certainly they had found it no joke in practice! So, when a few months afterwards I turned my horses' heads into the quiet little valley of the ——, I could not but reflect with what secret, if not open, aversion I should be received in the schools. However, remembering 'faint heart never won' any thing worth having, I drove straight to the 'Squires and 'put up.' His nephew, a fine young man, was the new town superintendent. On I went for two or three days through the schools, calmly and firmly administering praise or censure as I thought circumstances demanded. The teachers quivered and blanched a little at the outset, but all were deeply respectful, and finally a good many of them got on pretty good terms with themselves and me, before the examination of their schools

closed. The trustees and people turned out to meet me. They bore the rebukes I administered where I thought it necessary, for the bad condition of the school houses, libraries, &c., with a capital grace, and many asked me home with them. Finally, I remarked to the town superintendent that I met a more cordial reception than I expected, after such an *opening* in the town. 'Oh, sir,' said he, 'that opening revolutionized our town. A petition has been sent here from abroad for signers, to have the legislature abolish the county superintendency. our people have mostly signed a remonstrance against its abolition. They say when disinterested officers are sent in, and justice comes even-handed on big and little, and teachers are made to earn the worth of the money, the law must be a good one, and they are ready to meet the extra expense.' The next time I entered that town, I was met by a convocation of schools, arranged in their holiday bravery, banners waving, and a band of music alternating its strains with songs and hymns, written for the occasion, pealed forth by the entire body of the children of the town. And foremost in the demonstration, were the rejected teachers of the preceding season.

Indifference warmed into interest, and interest swelled into enthusiasm in our schools, and such, I believe to have been the history of the county superintendency, in a large proportion of the counties of the State, everywhere where competent men fill the office. But a feeling of deep hostility was manifested against the law from the outset. In some counties, miserable officers were appointed. In others, it was claimed that they depreciated after the first incumbents retired. But independently of all such considerations, there is a prejudice among our people against *centralizing* office, and a most salutary one it is, if not carried to an improper extent, or into improper departments. Each town desires to be a little commonwealth in itself, and to submit to just as few outside officers as may be. Then again, the central office is held, and its pay and honors are monopolized by one; division makes offices and honors for many. I'll wager that I could get up a powerful petition to abolish the office of sheriff, and put in his place a town officer to discharge the same duties in each town! We New Yorkers endure some old central officers, because we have got used to seeing them, but I assure you, we shall create very few new ones! Well, this idea is the very bulwark of liberty, and so let us endure it, even where it operates a little unpleasantly. But now the fight is over and so sad a sequel has followed, I believe thousands who warmed up against the county superintendency, would now remain quiet. If a legislature should now quietly pass the law over again, I doubt much whether it would call out any serious opposition. The truth is, the present system is a failure, and the blindest will before long see it. It is not even as good, in my opinion, as the old one, where we had commissioners and inspectors. Then, as the office was so divided that little labor fell on each, and the pay was an object to none, the first men in each town were willing to serve. Educated professional men formed a large proportion of these officers. If they did little, they did it with good sense and with good taste. They did not belittle anything.

Now, in the hands of a town superintendent, there are a considerable range of duties devolving on one man. The pay is too inconsiderable to employ a man who considers his time of any value. There is not scope enough to the office to invite the labors of philanthropy. Many of our town superintendents are well qualified men, but an unfortunately large proportion, too, are superannuated teachers, who never were qualified to teach a school, and others whom the towns have bestowed the offices on because they are too feeble to work, lame, or poor, and being persons of excellent character, this has been thought a good way to provide for them. Of course I do not mean that these reasons would often induce a town to elect a man wholly unqualified. But it has induced them to elect men not sufficiently qualified. Unfortunately the town superintendents are nominated in the political caucuses just like the other town officers. When the struggle comes between two—one poor or unable to work—and when the body of the voters have had no opportunity to know anything really of their respective qualifications, you can readily see how natural it would be for any one to vote for the person to whom the office would be considered a kindness.

The town superintendents, as a body are not nearly so well qualified as they were while the county superintendency remained. The latter officer kept up a feeling for improvement, which induced the people to think far more about, and care far more for, the qualifications of their officers.

In our cities, villages, and in some other favored places, the great reformation which began in our schools with the county superintendency, is still kept on. Our state and town teachers' associations do much to keep the vestal fire burning—but my deliberate judgment is, that the body of our schools have sunk back into the old slough quite as deep as they were fifteen years ago. I may be wrong in this, but I believe it.

Do you ask me why, entertaining such views, I failed in my reports as State Superintendent, to vigorously press the immediate restoration of the County Superintendency? I am ready to answer you. If I am not quite prepared to declare my belief in the maxim, "*vox populi, vox dei!*" still I believe that the people have a right to do this, or do that, according to their own good pleasure.

It is all nonsense, in my judgment, for any man or set of men, in matters where no deep principle is involved, to keep up a struggle against the settled tide of public opinion. It is worse than useless, because it only perpetuates the evil, if evil there be. There was an acrimonious contest in this State, and the County Superintendency was put down. Keep up a constant fusillade on the subject, and the old fires of prejudice will be kept burning. Drop the subject, and let the people look coolly at the matter a few years—investigate, without being thrown into the position of combatants—and then the "*sober second thought*" will be heard. If that second thought says *restore*, then restore it will be; if it says the contrary, we cannot help ourselves, and must submit. In my last annual report, at the close of 1853, I submitted my individual views in favor of the restoration of the County

Superintendency, but still advised the legislature to wait a little longer, as no where is excited popular controversy so fatal as in our schools—I have little doubt the office will be restored within two or three years. If I were in a state where the question was an open one, I should most assuredly press the establishment of the office—state, assembly district, and town superintendents, with proper powers and duties, constitute infinitely the best system, and if the results are to be taken into view, the cheapest one. There is no economy in saving a dollar to each head of a family per annum, by a system in which it will take ten years for his children to procure the amount of education which they ought to obtain in five. If I could have my choice, and was obliged to give up either the county or town superintendency, I would give up the latter. To do all the school business of the county, [I should rather say assembly district, for a county gives no idea of size or number of population,] would make one man too much of a drudge, but out of a whole assembly district you could always, if the appointing power was exercised discreetly, get a well qualified man and then something would be done to good purpose. Under the other system you cannot be at all sure that what is done in many towns will be done to good purpose, And a county officer would cost less than one for each town.

I have given you my views at extraordinary length for me, crowded as I am at present with other objects. But one cannot but feel a deep interest when he thinks of the importance of your great new western commonwealth starting right in their educational career, and he does not feel at liberty to decline to throw his "mite of opinion into the scale where it is asked for." I have written with running pen, and you must take my wheat, if I bring any, with a good deal of chaff.

Very respectfully, yours:

HENRY S. RANDALL.

CORTLAND VILLAGE, New York. July 31st, 1855.

UNION COUNTY EDUCATIONAL ASSOCIATION.

At a large meeting of Teachers and other friends of education, held in the public school house in Jonesboro, on the 26th of August, 1856, Col. John Daugherty was called to the chair, and William S. Post appointed Secretary. Mr. W. H. Powell, of Peoria, stated that he and Prof. S. Wright, of Lee County, were present, in obedience to the appointment of the State Board of Education, to confer with the people of the South on the subject of education. He remarked that the educators of the State wished to awaken greater interest—get the North and the South into a state of fermentation together on the subject. We do not want the old fashioned, knapsacked, peregrinating school-master, who will "keep school," rod in hand, for a few weeks or a few months, in one district, and then "travel" to another, pocket his money, and leave that in turn to a chance successor; but we want regular,

professional, *live* teachers, who will respect themselves and command the respect of community. We have as good *native timber*, out of which to make teachers, as there is in New York or New England. Good teachers will always attend Institutes: poor teachers are afraid to expose their ignorance.

Professor Wright addressed the audience in a plain, practical manner. He regarded Graded Schools as the cheapest and best.

On motion, Messrs. Beach, Babcock, and A. Daugherty, were appointed a Committee to draft a Constitution.

On motion, adjourned to the wedding, which was to take place in the Baptist Church in the evening, between Miss Gannett, Principal of the Female Seminary, and Mr. Benson, Teacher of the Public School in Jonesboro. Union Schools are popular in Union County. "In union there is strength."

Second day: Met pursuant to adjournment. In the absence of the President, Mr. Powell was called to the Chair. Prof. Wright feared, owing to the lateness of the hour of meeting, that the objects of the association would be lost. He came to talk over the practical work of the school room. Teachers must have the co-operation of the friends of education. Mr. Beach, recently of Ohio, spoke of the workings of the common schools of that State: their improved character since the establishment of Educational associations, &c. The teachers must do the work themselves or it will not be done. In Ohio the teachers have founded, by voluntary taxation, two Normal Schools. Mr. Hicks, recently of New York, was ready for anything to advance the cause. Mr. S. Post spoke of the importance of securing the countenance and support of all the people—friends and foes, if there be any foes—keep the friends and convert the foes.

Mr. Powell urged the necessity of having well qualified teachers—teachers up with the spirit of the times—*live* teachers.

Prof. Wright wished all who feel an interest in the cause, to unite in forming a permanent Association.

Messrs. A. Daugherty and P. C. Pease, amused the audience with accounts of their school houses. They could study Astronomy through the roof: Natural History from the visits of rats and mice, toads, snakes, &c.: Navigation from the puddles of water on the floor after every rain-storm, &c. *Their school furniture did not cost much.* Other teachers gave their experiences.

Mr. Powell amused and instructed the audience with an account of his first school, commenced, in the state in 1850, with only six scholars. A teacher must get the pupil's heart before he can get his head. He spoke of the teacher's calling and its vast responsibilities.

After the adoption of the constitution, the following officers were elected: Hon. JOHN DAUGHERTY, *President*; Mr. A. B. BABCOCK, *Vice President*; Rev. WM. S. POST, *Secretary*; Mr. C. M. WILLARD, *Treasurer*.

Rev. V. G. KIMBER, Rev. J. McCONNELL, Mr. P. C. PEASE, *Executive committee*.

On motion, Ladies were regarded as Honorary Members. On motion, adjourned till evening.

In the evening met in the Baptist Church, pursuant to adjournment. The President, Col. Daugherty, delivered an address replete with wit, wisdom and eloquence in speaking of what the teachers and schools *have been*, and what they *should be*. He was considered the best teacher who would "keep school" the cheapest and use the rod the most. The speaker had often *felt the force of the application*. The teacher must whip all the year but Christmas, when the boys would whip him, if they could. They would have a fight at all events. The teacher must treat with whisky, cakes, nuts, &c., or take a thrashing. A school is the best place for a person to study mankind. The teacher must be an example to community. Mr. Powell followed with an address, eloquent and thrilling with arguments logical and convincing, on the right and expediency of free schools—the present school law of the State. After enchaining and electrifying the large and attentive congregation for nearly an hour, he resumed his seat.

On motion, Resolved: That the proceedings be published in the Jonesboro Gazette, and the Illinois Teacher. Adjourned *sine die*.

The people here take a deep and abiding interest in the cause of education. I would call for three cheers, for the Union County Educational Association!!!

Esto perpetua.

WILLIAM S. POST, *Secretary*.

DEDICATION.

IN pursuence of public notice, our new, substantial, and elegant Public School House was dedicated as a temple of learning, on Thursday last. At 11, A. M., the services were opened, in the room of the High School, with prayer by Rev. Mr. Christopher, followed by singing, by the choir of the Presbyterian Church; after which, for want of sufficient room, the audience adjourned to the court house. S. M. Etter, Esq., the Superintendent, then delivered an Inaugural address, which occupied about an hour. It was a well prepared and appropriate effort, evincing research and familiar acquaintance with the subject of popular education and discipline.

Dr. Hoagland, of Henry, in the absence of Prof. Hovey, of Peoria, was then invited to address the meeting. He reluctantly consented, and, in a speech of some length, spoke to the children and parents with great point, beauty, and effect. It was an excellent and telling address. No man in all this region of country is better posted up, in all matters relating to primary education, than Dr. Hoagland.

Prof. Hovey, arriving in the noon train, made his appearance about 1 P. M., and, after a few remarks by him and also by Rev. Mr. Christopher, the meeting adjourned till evening, to hear the expected ad-

dress from Mr. Hovey. At the appointed hour, our citizens were again in attendance, and Mr. H., in a speech of an hour's length, arrested and held their undivided attention. His theme—education—was presented in a novel and exceedingly interesting light. He held that the classics or languages formed the only superstructure of a thorough education—that language and mathematics were essential to the discipline of mind, and preparation for any of the professions, including that of school teaching. The college was the fountain whence the common school originated, and from which flowed the streams of light and influence, which alone could purify and elevate the common school to its highest point of attainment and perfection. In a very beautiful and eloquent manner, he cited numerous cases illustrative of the importance of studying the “dead languages,” particularly the Latin and Greek. He declared that these were not DEAD languages—that two-thirds of our English words and names sprang directly from them; that no one, not conversant with the classics, could form any idea of the beauty, charm, and historical associations by which they were surrounded. The Prof. soundly scored the popular tendency of the times to ignore the college and university. The normal school and agricultural college were important in their place, but could never supersede the higher departments of learning. He closed with a fervent appeal to our citizens, to second the efforts of the superintendent and teachers, in the enforcement of the rules and regulations of the school. Without the co-operation of the patrons, the school would be a failure.

Prof. H. is himself a graduate of an Eastern college, and presents a fine specimen of a well disciplined mind, is a deep thinker, systematic and logical, and a good speaker. In all matters pertaining to education and elegant literature, ancient and modern, and in mental culture and intellectual grasp, breadth, and utterance, he will favorably compare with Horace Mann, who has a wide-spread reputation, as the beau-ideal of a highly cultivated intellect.

A vote of thanks was tendered to Prof. H. for his able, interesting, and valuable address.

The services, throughout, were interspersed with excellent music by the Choir, which added much to the interest of the occasion.

Wm. Maxwell, Esq., in behalf of the Board of Education, of which he is Chairman, stated, at the close of the exercises in the afternoon, that, having devised the best plan of which they could avail themselves for a public school building, and its internal arrangements, and, after encountering many discouragements in its erection, he was happy in now being able to announce its completion and readiness for the reception of schools; and he was gratified that now, under the union or FREE public school system, he could alike invite the rich and the poor, the high and the low, in all parts of the district, to participate in its benefits. On the Chair resuming his seat, on motion, a vote of thanks was tendered the Board for their unwearied efforts in the erection of our new Public school building.

Our citizens have, indeed, occasion to be proud of their new school house. It is pronounced, by good judges, to be one of the finest and

best models for a school house in the State. It cost \$8,000, and will accommodate 300 to 400 scholars. In all the internal arrangements and fixtures, the Board have consulted the convenience and comfort of the schools, and we trust that in this too they have succeeded.

It now remains for our citizens to see that this new experiment of graded schools, under the free system, shall prove successful. Its commencement will be under an able and efficient Superintendent and corps of assistants, all of whom have had experience under a similar system at the East. Let us extend to them our sympathy and earnest co-operation, in the effort to make our schools in all respects rank among the first in the State. The new system, and the elevation of our standard of education, has been, with our citizens, a consummation long devoutly desired. We have, then, the means to this end within our grasp. Let us, then, with a determined and unswerving set aim at success, and success will crown the enterprise.

Illinois Gazette, Lacon.

WHITESIDE COUNTY—TEACHERS' INSTITUTE.

THE Teachers' Institute, of Whiteside County, was held at Como, commencing Sept. 15th, 1856. Prof. Alexander Wilder, of Albany, late Editor of the New York *Teacher*, was in attendance and conducted the exercises. We have a letter from him giving a description of the proceedings, from which we extract the following:

"It was as interesting an Institute as it ever was my fortune to attend. Those in attendance were alive, and one could not well escape their electricity. Commissioners Denning, of Whiteside, and Wright, of Lee County, were present and addressed the Institute; giving additional interest to our labors. The teachers present were of a high character of mind. Prof. Phinny, bustling and good humored, Flagg, C. B. Smith, Clark, Kelly, etc., all of them *Professors*. I notice, the ladies, perhaps, excepted, all contributed their endeavors to enliven the entertainment."

"But the Illinois ladies deserve particular notice; I almost fell in love with several of them. Miss Meloyne, of Sterling, gave us a spelling lesson; Mrs. Flagg a demonstration of the phonetic powers of the letters. Miss Roy, by her adroit criticisms, etc., added to the zest of our entertainment. Among the others might be noticed Miss E. McClave, of Coloma, a lady of superior intelligence, and possessed of a mind rarely disciplined by close investigation. We should not omit Miss. Dickey, of Sterling, herself a *sterling* teacher; diffident and retiring but loveable and faithful—though these enumerations too much expand our communication."

"The exercises were varied; writing, arithmetic, grammar, the art of instructing, etc., receiving attention in turn. For variety, we had a choir composed partly of members of the Institute and partly of inhabitants

of Como, who opened our sessions and diversified our lessons with exercises in the divine art—for which service I cannot be too grateful. During the evening we had discussions and addresses. Illinois school laws and corporeal punishment, were themes for examination; and we had addresses from the Conductor, Commissioner Denning and Prof. Wright."

"The citizens, of Como, extended a generous hospitality, receiving the teachers with an earnest welcome, and entertaining them free of charge. Reciprocal resolutions were adopted, one of the Institute thanking the people for their kindness, another of the citizens expressing consideration of the honor extended by the session at Como. We concluded on Friday night; though I met, on Saturday, and held a drill in reading, and a "conversation" with those teachers who had not gone home."

The following resolutions were adopted at the last evening session:

Resolved, That, in the judgment of this Institute, the proposed amendment of the School Law, providing for a better paid and therefore more thorough supervision of schools, should be adopted by our State Legislature.

Resolved, That the Institute regard the perpetuation of Free schools as indispensable to the permanency of our republican institutions, and, therefore, appeal to our Legislature to maintain them at whatever cost.

Resolved, That this Institute recommend, for adoption in schools, the following Text Books, viz: Cowdrey's Moral Lessons, Wilson's Elements of Punctuation, Warren's Physical Geography, Payson, Dunton and Scribner's Copy Books.

Resolved, That the Illinois Teacher, the organ of the State Teacher's Association, ranks among our best educational magazines, and that every teacher in Whiteside County, should be a subscriber to the same.

Resolved, That we regard the American Journal of Education and College Review, published in New York City, as a noble and valuable educational periodical, and that we recommend it to the patronage and support of every teacher desirous of occupying an honorable standing in the profession.

Resolved, That, as a proper expression of respect for the merits of Professor Wilder, as a scholar and a man, the thanks of the Institute be unanimously tendered that gentleman for the signal ability and uniform courtesy, which he has displayed in the regulations of its exercises.

TEACHERS ASSOCIATION—The Whiteside County Teachers' Association was held at the same place, on Thursday of the week of the Institute. The following officers were elected for the year: *President*, C. B. Smith, of Sterling; *Vice President*, J. Phinney, of Como; *Secretary*, W. W. Davis, of Sterling; *Treasurer*, Mr. Flagg, of Sterling. Prof. Kelly was then selected to conduct, at the next Institute, the exercises of mental and written Arithmetic—Mr. Smith, Elocution—Davis, History—Miss McClave, Geography—Mr. Glenn, Grammar. Three ladies, Misses Millican, Meloyne, with Miss Dickey as alternate, and Mrs. Flagg, were elected to essays. Messrs. Kelly, Davis, Phinney and Brookfield, were elected to Addresses—Messrs. Denning, Phinney, and Flagg *Executive Committee*.

Voted, that the Association hold its next meeting on the first day of the Teachers' Institute. Adjourned.

Sept. 20, 1852.

INSTITUTE AT MILLERSBURG.

Two o'clock, P. M., Society met. The President being absent, Wm. Crapnell was chosen President pro tem. The Constitution and By-Laws of the Society were then read, and several new members added to the Society.

The Treasurer made his annual report of receipts and disbursements. One hour was spent by the society, in exercises on the subjects of Reading and Arithmetic. After which the society proceeded to the election of officers for next year, which election resulted in the choice of T. McWhorter for the office of President; Wm. Crapnell for Vice President; N. P. Brown for Secretary, and Elijah Forsythe for Treasurer.

By vote of the society the Corresponding Committee was declared to consist of the Township Treasurers of the different Townships of the county.

On motion, a committee of three was appointed by the Chair, to prepare and present to the society a programme of proceedings, for its use at the future sessions of this meeting.

On motion, adjourned to meet this evening at early candle-light.

EVENING SESSION. The following resolution was presented to the society:

Resolved, That prayer be dispensed with as an exercise in opening school, which resolution was received, discussed at considerable length with much interest, and then laid on the table.

Adjourned till to-morrow morning at 9 o'clock.

9 o'clock, A.M., August 20. Society met. Minutes of the previous meeting read and approved.

The Committee on programme, appointed yesterday afternoon, reported in substance as follows:

The time was divided thus: The first half hour in the morning was set apart for miscellaneous discussion; the next one fourth for recess; the next hour for the subject of Reading. In the afternoon, the first half hour was set apart for Orthography, the next hour and a half on Grammar, the remainder of the afternoon for the reception and discussion of resolutions.

The programme was followed throughout the day, except the omission of the subject of Orthography.

The following resolution was received, discussed and adopted by the society:

Resolved, That we consider it the duty of the teachers of the county, to aid in the circulation of the "Illinois Teacher," first by subscribing for it themselves, and secondly, by soliciting others to do so.

The following was received and laid upon the table:

Resolved, That we will use our influence to have the New Testament introduced into the schools of this County, as a text-book, which reso-

lution was finally taken from the table, and adopted for discussion this evening. The discussion of the resolution, during the evening, showed there was considerable feeling on both sides of the question, not only on the part of the disputants, but on the part of the large audience in attendance. Yet so far as known, all went away delighted and satisfied with the discussion. The resolution was again laid on the table.

9 o'clock, A. M., August 21. Society met. Minutes of previous meeting read and approved, and proceeded to business, which was the same as yesterday forenoon.

On meeting, in the afternoon, the society sat aside the programme, and had an exercise on the subject of Astronomy for one hour.

On motion, the society proceeded to the preparation of business for its next meeting.

The Secretary was instructed to procure a person to act as instructor at its next meeting, and to offer such compensation for the same as he may think best.

A programme of proceedings, and leaders for different branches, was also adopted.

The following resolutions were then received and adopted by the society:

Resolved, That Dr. Ashbaugh, of Millersburg, be solicited to deliver a lecture, on the subject of Physiology as connected with our schools, on one evening session of our next meeting.

Resolved, That when this society adjourns, it shall be to meet in Aledo, on Monday, the 22d day of December next.

Resolved, That the members of this society again tender their united thanks to the citizens of Millersburg, for their hospitality during this meeting of the Association.

On motion, the Secretary was instructed to furnish a synopsis of the proceedings of this meeting to the Editors of the Illinois Teacher, Keithsburg Observer, and Burris (Iowa) Commercial and Illinois Reporter, and request publication.

Throughout this meeting a strong interest was manifest in the subject of education, not only by the teachers present, but by others that met with us, and gave us their countenance and support. It was a profitable meeting, and will not soon be forgotten.

And with high hopes for the speedy elevation of the common schools of our county, to the standing they should occupy, the society adjourned.

T. McWHORTER, Pres.

N. P. BROWN, Sec'y.

INSTITUTE AT RICHVIEW.

Pursuant to previous notice there was a meeting of the friends of education, in Richview, on the 28th of August, at 7 o'clock P. M.

W. H. Powell, Esq., being called on, addressed the meeting upon

Free Schools, and the amendments proposed to the present School Law. Prof. Wright, of Lee Center, made some practical remarks on the plan of supervision recommended by the Board of Education.

On motion, adjourned till Friday, 9 o'clock A. M. Friday morning, the meeting was organized by appointing Dr. Barber, *Chairman*; and Alfred N. Denney, *Secretary pro tem*.

Prof. Wright explained the plan and objects of the Teachers' Institutes, and of Educational Associations, urging their importance and recommending the organization of one in Washington County.

Messrs. E. A. Spooner, H. M. Phillips, and M. House, were appointed a Committee to draft a Constitution.

Messrs. Powell, Wilkins, and Burnham were appointed a Committee on topics for discussion.

Mr. Powell then addressed the audience on Normal Schools, giving a brief history of their origin and modes of operation. He regarded a Normal School as *the* great Educational want of our State.

Adjourned to 2 o'clock P. M.

AFTERNOON SESSION—Committees were called on for their reports. The Committee to draft a Constitution, submitted a Constitution for an Educational Association, which was adopted. The following officers were elected for the ensuing year: Joseph Barber, *President*; A. J. Hosmer, *Vice President*; Alfred N. Denney, *Secretary*; H. N. Phillips, *Treasurer*; E. A. Spooner, J. W. Yost, and Dr. H. Barber, *Executive Committee*.

The Committee on topics reported the following: State Normal School—Co-operation of parents and teachers necessary to success in teaching—Free Schools. Mr. Powell opened the discussion of the first topic, and was followed by Prof. Wilkins, who closed his remarks by offering this resolution:

Resolved, That this meeting is in favor of a State Normal School, to be established by the next Legislature.

Carried unanimously.

The discussion was continued by Messrs. E. A. Spooner, A. J. Hosmer, School Commissioner, and Dr. H. Barber, and others.

The second topic was also discussed with interest, by Messrs. Root, Wright, Wilkins and others.

Adjourned till evening.

In the evening the subject of Free Schools was taken up and elicited a spirited discussion. After which the claims of the *Teacher* were presented, and several names were obtained as subscribers.

On motion, it was resolved, that the proceedings of the meeting be published in the *Nashville Democrat*, *Ashley Inquirer*, and *Illinois Teacher*.

On motion, adjourned *sine die*.

The citizens of Richview and vicinity manifested their interest in the cause of education, by a regular and large attendance on all the meetings and by taking part in the deliberations.

JOSEPH BARBER, *President*.

ALFRED N. DENNEY, *Secretary*.

EDITOR'S TABLE.

THE FIRE —Our readers will pardon the late appearance of the October number of the *Teacher*, when they know that it was printed and in the hands of the binder on the 25th, and would have been mailed to subscribers by the 28th of September had it not been, unexpectedly, consigned to ashes. We have had it reprinted, or rather have prepared a new number in its stead.

On the morning of the 26th ultime, we took our accustomed stroll down Main street. It was early; a certain glow of satisfaction, induced partly by the morning air and partly by the relief felt by having the next number of the *Teacher* off our hands, was creeping over us. For several nights we had been hard at work preparing 'copy'—it was now printed, the proof read and the editor discharged—at least for a fortnight. Still more, we felt rather proud of the forthcoming number. It was, to our mind, a trifle ahead of its predecessors. While indulging in this pleasing reverie, and leisurely sauntering on, half unconscious of what was passing, the alarm bell commenced ringing. Men hurried past with the cry of 'fire' on their lips: a crowd could be seen in the distance, and smoke, in dense masses, heavily rolled away over the lake. We approached nearer. The fireman were giving orders through their grum trumpets, the engines played briskly, and Sir Conflagration evidently had the worst of it, in fact was 'smoked out,' or 'drowned out,' leaving Esquire Ruin sole monarch of all he surveyed. While not yet near enough to see what building was on fire, a friend says: "Hovey, the *Teacher* has gone to the shades." *Facilis descensus avernis* thought we, and hastened on. We were next accosted by Nason and Hill, whose presses, type and paper, to the value of some six thousand dollars, had gone to the 'nether regions' There are some spirits which the 'flings of outrageous fortune' cannot subdue. They bear misfortune like philosophers. We found our publishers of that class. A search among the ruins was made for a copy of the October number of the *Teacher* from which to reprint, but not a vestige could

be found. Every copy was destroyed, together with all the back numbers and the valuable manuscripts of contributors. In one thing we were lucky. The *mail book* was not in the office at the time of the fire. The subscriptions only which were not entered on the book, were destroyed; comprising, among others, a list from Tazewell County, obtained at the recent session of the County Institute. Will some one acquainted forward another list?

D. WILKINS, JR.—This gentleman, a firm friend of the *Teacher* and its cause, showed his good natured face in our school room the other day. It created quite a sensation, of course, but nothing like the *furore* it would have produced, had we supposed he was meditating *a la* Bob Burns,

“ A chiel's among ye, taking notes,
An faith he'll prent 'em.”

yet it was even so, and here are the ‘notes.’

PEORIA PUBLIC SCHOOLS.—These schools, in thorough organization and management, are equal to any in the State. The High School Building is 36 by 50: the two upper rooms 14 feet high, the basement 10. It is heated by a furnace. Connected with each room are suitable recitation and dressing rooms. Its cost was over \$8000. The Principal, familiar to the readers of the *Illinois Teacher*, understands his business. The government of the school is all concentrated in his eye. He looks and all observe; surveys and all is still. His only rule is the rule of right, and the actions of his students are squared by this rule. Miss Sarah Matthews, first assistant, has taught several years in Peoria, and has earned an enviable reputation. Miss Gena Harrington, second assistant, is an accomplished scholar and teacher. It was my privilege to listen to recitations in Grammar, Algebra, and Latin. These were so conducted that no deception could be used. The students all stood up while reciting, and, as no questions were asked, each told what he knew about the lesson without help from the teacher. If any one needed assistance, some member of the class was allowed to give it. Thus the students did all the talking till all the facts, to be learned from the text book, were stated. The teacher then, in a few brief sentences, stated additional principles, corrected any mistakes that had been made, and explained those portions of the lesson which he discovered were not understood. This made thorough work.

I was delighted to see the higher Mathematics and the Classics taught in a public school. It will be a proud day for Illinois, when her sons and daughters can step from the free Common public schools to the free College public schools. Then, and not till then, will the State fulfil her grand mission in the cause of education.

The Grammar school buildings cost each about \$7000, and are seated with Boston Furniture.

The Teachers in the First Ward, are CHARLES H. DOTY, VIRGINIA BALLANCE, MRS. BIBB, and MRS. WOOD. In the Second Ward; CHAUNCY NYE, C. F. FORD, ANNA KILBURN, and MRS. TILTON. In the Third Ward; ANNIE WESTWORTH,

LIZZIE ADAMS, MARY WYMAN, and SHERRIE REYNOLDS. In the Fourth Ward; H. A. CALKINS, and EMMA RICE. In the Fifth Ward; E. HINMAN. In the Sixth Ward; AMANDA DECKER.

I also visited the publishing office of NASON & HILL, the printers of our Journal, and found it a model of its kind, as all their publications bear witness. It is safe to say that the *Illinois Teacher* is the best printed Journal in the United States. Teachers, give it a call, and the schools a call when you go to Peoria.

WASHINGTON COUNTY TEACHERS' INSTITUTE.—After leaving your city, Mr. Editor, I stopped a few days with the Teachers of Tazewell. Thirty or forty were in attendance. The day was devoted to recitations in the branches taught in the Common schools, and to discussions; the night to addresses.

On Tuesday evening W. H. POWELL addressed the Institute on the School Law and a Normal School. On Wednesday evening, Prof. EBERHART pronounced an address on the discipline of the mind. On Thursday evening there was to be a discussion on *Union Schools*, but it turned out that there was a *union defacto* instead of the discussion. Long may the couple dwell together in *unity*! On Friday evening C. E. HOVEY served up an address, followed by School Commissioner McCULLOCH and the exercises closed with some humorous recitations from the elocutionist, CHARLES L. ALLEN.

Mr. LEMUEL ALLEN, School Commissioner of Tazewell, is engaged with all his might, in advancing the cause of education in his County. May success go with him.

UNANSWERED LETTERS.—Correspondents will bear with us for a short time and their favors shall receive attention.

W. HINDMAN sends us the following examples, taken from DAVIES' new analytical and practical Arithmetic, and queries whether the answers, given by the author, are right. Will some of our readers solve them, and tell us whether the answers are correct or not?

Page 289: What will be the length of one side of a cubical granary that shall contain 2500 bushels of grain? Ans., 17.518ft.

Page 289: What is the cube root of 4-7ths. Ans., .289.

Page 292: A person had thirty-five children and grand children, the common difference of their ages was 18 months, and the eldest 50 years old. How old was the youngest? Ans., 9 years.

Page 309: Three persons purchased a piece of property worth \$9202: the first gave a certain sum, the second three times as much, and the third one and a half times as much as the other two. What did each pay? Ans., 1st, 929.20, 2d 2760.60, 3d, 5521.20.

It give us pleasure to call the attention of our readers to the advertisement of the *American Educational Year Book* for 1857, published by ROBINSON & RICHARDSON, Boston, Mass. Such a work can be made a valuable hand-book for Teachers. When we receive a copy we shall notice it further.

The American Journal of Education and College Review, published by CALKINS and STILES, No. 348, Broadway, New York City, has recently entered upon its second volume. Its editors, as our readers know, are REV. ABSOLOM PETERS, D. D., formerly editor of the *American Eclectic*, and HON. SAMUEL S. RANDALL, formerly editor of the *District School Journal* and Superintendent of Common Schools for the State of New York, and now Superintendent for New York City, and ALEXANDER WILDER, recent editor of the *New York Teacher*. MR. RANDALL is probably one of the first, if not the very first, of the educational men of our age, and is only to be named among such men as BARNES, SEARS and HORACE MANN. WILDER wields a charmed pen, and is an editor by profession. The *Journal and Review* is beyond doubt the best educational journal in America, and should be widely circulated. The country needs it; it is replete with most valuable educational matter, and is just what is wanted. No teacher, desirous to stand well in the profession, will consent to do without it. In all respects it is a national magazine, indispensable to every instructor, and the best medium of scientific and educational literature in this country. Each number contains 96 pages; it is published monthly, for \$3 a year.

Subscriptions received at the office of the *Teacher*.

"TOWNSHIP SYSTEM" RECOMMENDED IN NEW YORK.—GOV. CLARK, the able and high minded chief magistrate of New York, in his second annual message, taking a broader view of educational matters than any of his predecessors, proposed the modification of the school system of the State, so as to ingraft upon it the township policy. At present there is no cognizance taken of educational matters by towns as such; and as a consequence that State is overrun with a host of school districts, too feeble to support a respectable school; and academical instruction is accessible to those only who can pay the expense. The Legislature did not act upon the recommendations of the Governor, and perhaps the people of that State are too deeply tinctured with old fogysm to favor the policy. But if they had seen fit to adopt it, the twelve thousand feeble district schools would have been displaced by graded ones, and the three hundred boys' academies either regenerated by being incorporated into the common school system, or swept out of existence altogether. A few years would have sufficed to place New York in the advance of the other States of the Union; but eagerness in schemes of another character has placed her in the ranks; and the opportunity is now open for Illinois to develop a policy of a

similar character, which may yet render her the Empire State in the Confederacy. If the cumbrous, unintelligible and imperfect school law of New York, is an index of the character of the people, Gov. CLARK is half a century ahead of his constituency.

FALL INSTITUTES.—A large number of Teachers' Institutes have been and are being held in the various counties. Several of these, already held, we have occasion to know, were large and enthusiastic gatherings. There is a waking up among common school teachers which bodes nothing but good. Old Fulton assembled at Cuba one hundred and one strong, and, under the direction of her vigorous School Commissioner, W. H. HASKELL, they 'hammered away' until, at the close of the week, they were all aglow with enthusiasm. A spirit went forth from that meeting which will keep its members *alive* for six months at least. To illustrate the feeling which pervaded not only the teachers but the citizens of the place where the Institute was held, we need only relate an incident. The Commissioner proposed that a purse of a few dollars be made up, to pay for lighting and heating the hall, whereupon a gray haired veteran, who had lived in the State a score or more years, began to make his way through the crowd toward the platform, holding a two dollar bill between his fingers while a tear glistened on his cheek. A shout went up, as Mr. Doll presented his offering.

STUDENT AND SCHOOLMATE.—This is a valuable little monthly for the "little folks," published by CALKINS and STILES, No. 348 Broadway, New York City. Each number contains valuable reading lessons, pieces for declamation, and a dialogue suitable for scholars to "speak." It is highly prized by teachers, and enjoys a wide popularity. Terms, \$1 per year; clubs of twenty, \$15; do. of forty, \$26.

WHAT SENTENCES!—"Those wishing books, magazines and pamphlets bound, can do so by leaving them at this office immediately." Can do what?

ALSO THIS: "Toulouse is a large town, containing 60,000 inhabitants, built entirely of brick." Query. Are the inhabitants built of brick?

AND THIS: "It is charged that I pronounced the Lord Lieutenant and Council, the worst subjects the king has; I said so, it is true, and I am sorry for it." Query. Was he sorry because the Lieutenant and Council were bad subjects, or because he had so stated?

GLAD TO SEE HIM.—B. G. ROOTS, of Tamaroa, quietly and quite unexpectedly seated himself on our platform the other day. Shall be glad of just such another visit.

THE NEW YORK TEACHER.—We learn that the finances of this valuable monthly have become almost fatally impaired, and a debt of \$2,400 rests upon the concern. A periodical, boasting the largest circulation of any educational journal in the world, ought not to bear such a testimony. At the late annual meeting of the State Teachers' Association, the Board of Editors, through their chairman, Prof. WILLSON, presented a curiously written report, recommending the placing of the *Teacher* under the financial management of Mr. JAMES CRUIKSHANK, on condition that he shall assume its pecuniary responsibilities, pay its debts, &c. The association agreed to the report, after a very brief debate. We suspect influences were in operation which have not yet appeared. The September number contains the valedictory of the resident editor, Prof. WILDER, who was displaced by this arrangement; though this does not appear on the face of Prof. WILLSON's report. We regret this occurrence, for we have ever regarded Mr. WILDER as possessing editorial experience and capacity, seldom found in the conductor of an educational journal. Mr. CRUIKSHANK must be rarely endowed if he is able to make up a journal as valuable and interesting as was the *New York Teacher* during its fifth volume. He, however, has our best regards. One word more; the New Yorkers have now done with their journal, what they ought to have done in the start; viz, placed it in the hands of one man.

Since penning the above, we have received the first No. of the 6th volume. the first thing that strikes us, is the removal of that old unsightly title page, and the substitution of a very neat one in its stead. The volume opens with a first rate number.

DIRT.—In scientific usage there exists no such thing as dirt. It is only a vague idea of careful housewives. Every thing bearing the name is a chemical substance: generally an oxyd, capable of being resolved into primary elements. Thus we have sand—oxyd of silica, or silicic acid; clay—oxyd of aluminum, vegetable mold or humus; a compound of oxygen, carbon, hydrogen and mineral elements, all of them oxyds; and the dust produced by attrition of substances, generally more or less a mixture of those just enumerated. Will our ladies consent that we patent this announcement, or will they adhere to their ancient vocabulary, and continue their warfare against all these elements?

IN LUCK.—DR. C. C. HOAGLAND, of Henry, sports a splendid gold watch, the gift of the teachers of New Jersey. It will be remembered that the Doctor was recently the Agent of their State Teachers' Association.

FLATTERING COMPLIMENT—We clip the ensuing paragraph from the Peoria Republican:

WILLIAM H. POWELL, our candidate for State Superintendent of Instruction, delivered an address in Washington, Tazewell Comty, on Tuesday evening last, which, for deep thought, critical analysis, practical suggestion, effective argument, and closely-fitting application, we have never heard excelled, and, on the theme discussed, never equaled. The subject of the address was the Free School Law, with some suggestions in regard to the demand for teachers in this State, and the presentation of a plan for a State Normal School. This was the first time we ever had the pleasure of listening to Mr. POWELL in a public effort, and we are glad to say that we were thoroughly satisfied and highly delighted, and that we are proud of him as one of our standard-bearers in the present campaign.

POETRY.—Young friends, never attempt to write verses, unless you find that you cannot help it. Poetry should “whistle itself.” If you have good ideas you can express them well in prose; and then they will have just as much of poetic inspiration in them, as though they were in lines that could be scanned and sung. Besides, printers burn up almost all the verses sent them. There is a sentence by Fredrika Bremer, prose to be sure, but still all aglow with poetry: “The human heart is like heaven, the more guests the more room.”

DIXON COLLEGIATE INSTITUTE.—This institution has recently commenced another term, under flattering auspices. The new College Building, an elegant structure, will soon be completed, with accommodations for a hundred students, when no more will be left for our friends but to go on and prosper to an indefinite extent. This is as it should be; and we are gratified at their success.

KNOX COLLEGE.—The faculty of Knox College, are about to complete a new building at Galesburg, when they will embark upon their enterprise with renewed confidence. The teachers are excellent men, and of superior capacity, and we learn that the students are not only a goodly number, but of promising endowments.

LOMBARD UNIVERSITY.—A friend of ours recently visited this institution at Galesburg, and brings us a good report. The classes are full, the teaching and discipline excellent, and as soon as the University Buildings are completed, the location and other circumstances will be most feasible. No impediment exists sufficient to baffle the efforts of the able corps of instructors presiding at that institution. Prof. STANDISH, an indefatigable and capable teacher, wins golden opinions from all; and his coadjutors are men of no mean endowments.

BOOKS AND PERIODICALS.

VILLAGE AND FARM COTTAGES, Illustrated with over one hundred Engravings, BY CLEAVELAND, AND BACKUS BROTHERS. New York: D. APPLETON AND COMPANY.

In this admirable work, the requirements of American village homes are considered and suggested, with designs for such houses of moderate cost. If we were about to build, we would not be without this book for five times its cost. Having selected from it a design, for a mere trifle the complete working plans can be obtained of the authors, thereby saving much expense and preventing many mistakes.

The Authors are collecting materials for a similar work on school-house architecture; and their labors will be greatly facilitated, if practical teachers and others acquainted with the subject, will forward to them plans for rural school houses. The length and breadth of the entire building should be stated, also the length and breadth of the school rooms, halls, recitation (if any) rooms, etc., etc.

Address, WM. BACKUS AND Co., Architects, Chicago, Ill.

CONQUEST OF KANSAS BY PHILLIPS. Boston: PHILLIPS, SAMPSON, AND COMPANY.

This is a finely written, and, perhaps, highly colored picture of the stirring scenes of the border territory. It is a popular book among the ladies, at least they monopolize our copy. We have not got sight at it since the first half hour after its debut.

TATE'S PHILOSOPHY AND FIRST LESSONS IN PHIL: REVISED AND IMPROVED BY C. S. CARTEE. Boston: HICKLING, SWAN & BROWN.

The works of Prof. TATE are popular with our transatlantic kinsfolks and deservedly so. In their present form they bespeak, at least, a careful examination. Teachers, send to the publishers and get copies for examination.

MONTIETH'S MANUAL OF GEOGRAPHY, REVISED EDITION. N. Y: A. S. BARNES AND COMPANY.

This is a vast improvement on the old edition in mechanical execution and artistic beauty. It is decidedly an attractive book, and will be popular with the little folks, beyond all question.

OAK LEAF is the title of a neat literary magazine, published by the Gnothautii Society of Knox College. In manner and matter it speaks well of the Society and the College—Long may it wave!

ILLINOIS TEACHER.

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NOVEMBER, 1856.

No. 10.

NOBLE AND THE EMPTY HOLE.

BY HENRY WARD BEECHER.

THE first summer which we spent in Lenox, we had along a very intelligent dog named Noble. He was learned in many things, and by his dog-lore excited the undying admiration of all the children. But there were some things which Noble could never learn. Having, on one occasion, seen a red squirrel run into a hole in a stone wall, he could not be persuaded that he was not there for evermore.

Several red squirrels lived close to the house, and had become familiar, but not tame. They kept a regular romp with Noble. They would come down from the maple trees with provoking coolness; they would run along the fence almost within reach; they would cock up their tails and sail across the road to the barn; and yet there was such a well-timed calculation under all this apparent rashness, that Noble invariably arrived at the critical spot just as the squirrel left it.

On one occasion Noble was so close upon his red-backed friend, that, unable to get up the maple tree, he dodged into a hole in the wall, ran through the chinks, emerged at a little distance, and sprang into the tree. The intense enthusiasm of the dog, at that hole, can hardly be described. He filled it full of barking. He pawed and scratched as if undermining a bastion. Standing at a little distance, he would pierce the hole with a gaze as intense and fixed as if he were trying magnetism on it. Then, with tail extended, and every hair thereon electrified, he would rush at the empty hole with a prodigious onslaught.

The imaginary squirrel haunted Noble night and day. The very squirrel himself would run up before his face into the tree, and, crouched in a crotch, would sit silently watching the whole process of bombarding the empty hole with great sobriety and relish. But Noble

would allow of no doubts. His conviction that that hole had a squirrel in it, continued unshaken for six weeks. When all other occupations failed, this hole remained to him. When there were no chickens to hurry, no pigs to bite, no cattle to chase, no children to romp with, no expeditions to make with the grown folks, and when he had slept all that his dog-skin would hold, he would walk out of the yard, yawn and scratch himself and then look wistfully at the hole, as if thinking to himself.

Sometimes we thought he really believed that there was a squirrel there. But at other times he apparently had an inkling of the ridiculousness of his conduct, for he would drop his tail and walk towards us with his tongue out and his eyes a little aslant, seeming to say, "My dear sir, you don't understand a dog's feelings. I should, of course, much prefer a squirrel, but if I can't have that, an empty hole is better than nothing. I imagine how I would catch him if he *was* there. Besides, people who pass by, don't know the facts. They think that I have got something. It is needful to keep up my reputation for sagacity. Besides, to tell the truth, I have looked into that hole so long that I have half persuaded myself that there is a squirrel there, or will be, if I keep on."

Well, every dog must have his day, and every dog must have his way. No doubt, if we were to bring back Noble now, after two summers' absence, he would make straight for that hole in the wall with just as much zeal as ever.

Selected.

THE VOICE AND ITS CULTIVATION.

THE more we study into the formation of sounds by the human voice, and reflect upon it, we are impressed with the fact that we are contemplating the most wonderful instrument for the production of sound of which man has any knowledge.

In studying the anatomy of the vocal organs, we find that the upper part of the trachia or windpipe, called the glottis, is furnished with four ligaments called vocal cords—two upper, and two lower.

These are situated something like the sides of a tin whistle, with a similar cavity between them, called the vocal chamber. Here all the sounds are produced. Many people formerly supposed, and do still suppose to some extent, that sounds are made by the tongue, lips, teeth, &c. They all help to modify sounds, but do not form them.

A high or low sound depends upon the tension of these cords. To each, voluntary muscles are attached by which we are enabled to tighten or loosen them at pleasure. The lowest bass sound is made with the vocal cords as lax as possible, and the aperture, through which the air escapes, is, consequently, at its largest dimensions. The highest sound is made with these cords stretched to their utmost, and the

glottis nearly closed. All the intermediate sounds are regulated in the same way, by a corresponding adaptation of the cords.

There are several facts that come under our observation, which this theory enables us to explain. We see one can *naturally* sound a lower note than another. Why? Because the vocal cords are *naturally* susceptible of greater relaxation. Again, when a person accustoms himself to sing bass, especially the lowest notes he is capable of sounding, he will, after considerable practice, be able to go from three to four tones lower than at first. The reason is, the muscles being relaxed as far as we are capable of doing so by the *will*, are susceptible of still greater relaxation by pressure—the escaping air presses upon the vocal cords, enlarges the orifice, and the muscles gradually adapt themselves to the pressure, so that we may bring them to the same point by the *will alone*.

The strength of sounds, from pianissimo, through all the intervening grades, to fortissimo, depends upon the *amount* of air forced through the vocal chamber.

We will omit the proof of this statement, as every one will admit it, and consider next the *apparatus*, by means of which we are enabled to appropriate the air to the production of sound.

The lungs are composed of three different substances, viz: the mucous membrane, which lines the cavities of the air cells, and comes in contact with the air; opposite to this is a serous membrane covering the outside of the lungs—between these is a muscular substance which, although very thin, has all the properties and fulfills the office of a muscle.

These muscles are involuntary. When air is inhaled no effort of the will can prevent them from contracting for any great length of time. They will become wearied and even painful if not permitted to retract and force the air from the lungs.

Many persons use only these muscles in reading or singing; consequently, after reading or singing steadily for sometime, they begin to complain of weariness, want of breath, pain in the chest, &c. The reason is, the muscles of the lungs have had too much to do: and to continue to use them under such circumstances would weaken them and result in injury.

Man is endowed with the principle of song, and the elements of oratory—in his soul he has a vocal instrument under his control, with which he can chant the sweetest strains of melody imagination framed, or pour forth the loftiest strains of eloquence that ever fell upon mortal ear. And must it be so soon wearied, and the soul find no power to utter its immortal longings, because its Allwise Creator has failed to furnish the lungs with muscles of sufficient power and strength to meet the demand? Not so. Were he to have made the muscles of the lungs large enough to meet every demand made upon them, they would have been a large unwieldy organ, unfit for the accomplishment of the more vital duties for which they were intended. He, therefore, furnished a set of muscles of sufficient size to meet *every* demand, and placed them in such a situation as to exert their whole power, though

indirectly, upon the lungs. These are called the Abdominal muscles, and are, in a great measure, involuntary; for, when nature demands and our whole soul is absorbed in expressing the subject before us, whether singing or speaking, they come to the assistance of the lungs without any direct effort of the mind.

These may also, by practice, become *voluntary*; so that we may as directly contract them as we can those of the arm. When this is attained, we speak or sing for almost any length of time, if the lungs are in a healthy condition, without weariness, and pour forth a volume of sound that will astonish even ourselves.

To understand the philosophy of this, we must consider still further the anatomy of the human system.

The chest is an air-tight cavity, containing the lungs and heart. Immediately below this, is a thin muscular membrane which passes through the body horizontally, and is connected on all sides to the lower ribs and spinal column. In its natural position the center is elevated somewhat like a watch crystal. Below this is the abdomen, which is also an air-tight cavity containing the liver, stomach and intestines.

By contracting the abdominal muscles, the cavity of the abdomen is diminished, and its contents are forced upward against the diaphragm, which rises and presses directly upon the inner surface of the lungs, with a power equal to the strength of the abdominal muscles, which, like all other muscles, increase with use.

Since the volume of sound depends upon the amount of air forced through the vocal chamber, if we fill the lungs with air, and subject them to this external pressure of the diaphragm on one side, and the walls of the chest on the other, we may sing or speak with ease—without weariness, and, at the same time, strengthen our lungs and voices.

But the difficulty seems to be in learning the use of these muscles at pleasure. When told to “gird up the loins, swell the chest, contract the abdominal muscles,” &c., it seems just about as intelligible to us as it would be to tell us to contract the muscles that move the *ears* forward and back: it requires *practice* and *observation*.

Perhaps a few suggestions might be beneficial in leading some, who might feel enough interest in the subject, to commence a course of experiments which, if persevered in, would lead to the *desired result*.

If we fill the lungs with air, and simply let the contraction of the lungs expel the air, we can breath it out without the least sound being heard. But let us fill the lungs, then ‘swell the chest,’ notice the muscles we use in doing so; we see it is done by the contraction of the abdomen. Now, we cannot possibly let the air issue from the lungs without being heard; it will come with an explosive force, and with power. The reason is, the diaphragm is pressing the lungs against the sides of the chest, and is operating, on the principle of the hand bellows, to force the air from the lungs: if we let the abdominal muscles relax to their natural position, we can feel the removal of the pressure from the lungs, and can *now* breath out the air as gently as before.

Again, let us draw in the breath with a sigh, notice what muscles

are used, reverse the pressure, and expel the air with the same muscles. Then draw in a longer breath and expel it as before; using the syllable *ha*. By these and various other experiments, we can form some idea of what is meant by using the abdominal muscles, in inhaling the air and expelling it from the lungs.

Perhaps some are ready to say: " 'Tis very good *theory*, but it is not practicable." I would refer such to Prof. Bacon, of Geneseo, as a *living* demonstration of this principle, as applied to singing. W. B. Bradbury, in his article on 'Breathing,' in the *Alpine Glee Singer*, virtually says: "Always take in the breath and sing with the abdomen contracted." George F. Root, treating of the same subject, in the *Sabbath Bell*, says: "Always sing with the chest swelled." Which I have shown is but using different language to signify the same thing: and every principle that is beneficial to the singer in enabling him to produce volumes of sound, is also applicable to the public speaker.

If we notice our public men, we see that almost invariably, where they throw their whole soul into their speeches, they become full-chested, corpulent men; while those who do not, retain their ordinary sized chest, and, in hundreds of instances, are obliged to refrain from public speaking on account of some lung disease. The reason is, the former class, unconsciously perhaps, make use of the abdominal muscles: their lungs grow strong and healthy, and increase in size, while the chest expands to make room for them. The latter use only the muscles of the lungs, which soon become wearied, and, continuing to use them under such circumstances, brings on disease.

Enough has been said to show the importance of the subject, and lead the reader to think—if he is wise he will act.

C. F. WINSHIP.

THE NECESSITY OF MORAL EDUCATION.

EVERY Essayist should assume some leading proposition, the truth of which he labors to prove. Therefore, without further preliminaries I will introduce, as a starting point, this predicate: That upon the moral education of the masses depends the perpetuity of our republican institutions.

Let us inquire what constitutes education. Is it learning to read, and write, and cypher? Or is it learning to classify, name and weigh the planets? Or is it the art of happiness? Or is it the history and mystery of money making? Or does it teach how to become great? Yes, it is all this and much more. Though I possess the science of a Newton, the invention of a Fulton, or the philosophy of a Franklin, and have neglected the education of the heart, I am but a tyro in the essentials of good education. Education should sow the seeds of a moral, social, and intellectual manhood, by a mutual cultivation of the

head, the heart and the hand. In other words it should teach to think rightly and act justly. There are few subjects on which there is such a diversity of opinion as education. Law has its authorities and precedents; Physic its systems of practice; Ethics its commentators and moral philosophy; while Education, the road to all these, the foundation of each and every profession, is left to fickle caprice and opinion: hence, in this age of progressive humbugs, it has become a synonym for the most consummate folly and vanity. As members of the great family of nations, we need a system of government whose vitality is derived from a system of education wherein moral culture acts a conspicuous part.

Moral education I shall define—such a leading out or disciplining of the moral qualities of our nature, as that we shall be inclined to do right rather than wrong, on the principle that virtue is its own reward and vice a sure punishment. Vice is indigenous to the soil of the human heart, and virtue an exotic whose growth depends upon the culture. Hence nature will develop the innate vices of the soul, but it is the province of education to check their growth and sow the seeds of virtue in a regenerated soil. Religious and moral education are separate branches of culture; the one teaches faith, hope, charity, and christian grace; qualities that elevate the soul to an Infinite Creator, and lead it to the fountain of salvation: the other derives its vitality from a knowledge of right and wrong. Moral philosophy and ethics are as opposite as God and man. Whatever tends to improve the elements of our moral being is a part of moral education. A knowledge of right as opposed to wrong, with the convictions of conscience impelling to do right rather than wrong, is an element of human nature as deeply interwoven in its meshes as the principle of fear at the approach of danger. This is more or less apparent in every one, and is wholly the result of education. Conscience is the result of knowledge, and knowledge the gift of education. Hence, a really conscientious man cannot be an immoral minded or ignorant one. Moral culture may bias natural faculties so, that conscience may consent that it is right to lie, rob or steal. In all ages of the world, some nations have been found whose moral laws of right and wrong differed materially from the principles of Christianity, and yet they were not the less binding upon conscience.

"Follow me," is the language of the Son of God to man. Though the sound of his voice be sweeter than the rapt melody of angels or the melting strains of posey, yet mortal man shall be prone to err so long as conscience shall hold a feeble sway over the workings of the heart. Neither the efficacy of a preached gospel, nor bias of precept and example, nor the restraints of civil law, nor the terrors of a deep, fell damnation in a world to come, nor the hopes of an exalted, angelic beatitude, nor heights, nor depths, nor principalities, nor powers shall suffice to keep the human heart free from evil, so long as a system of education is extant that cultivates the intellectual at the expense of the moral and physical. How great a per cent. of the *Alumni* of our colleges, have proven themselves the better citizens, the better men, for

their expensive education? Have they not rather sown the seeds of vice, or engendered a weakness and imbecility that maturer years will reap in sorrow. Few, very few have embalmed their names in the hearts of the people, or written them among the few, the immortal ones that were not born to die; their education never paying one per cent. on its cost!

An education to be worth anything to society must be of three parts—physical, intellectual and moral—and each moulded in symmetry with the whole, forms a structure of the most majestic beauty, power and manliness.

A steamboat is a splendid specimen of the triumph of art and genius. Examine her machinery, and you will see how perfect it is in all its parts; the boiler creating the power, the engine creating, directing and controlling the motive, and the other parts of the gear executing its orders, and each working in perfect unison with the whole. See her ride upon the billows like a thing of life, freighted with the wealth of cities, and the souls of men! What a magnificent palace! Her larder is filled with all the luxury of the season, her parlor is furnished with the most costly ottomans, tables, dressers and pianos. Yet, notwithstanding all this symmetry of parts, in her motive power, all this beauty and grace in her appointments, this splendid specimen of the triumph of art and genius were nothing but a pile of inconsistencies, unless it were supplied with that simple apparatus known as a helm or rudder. Without this appendage all of her beauty, wealth and symmetry, all of her power of enginry and strength of material, and all the skill under heaven, could not navigate her. Each successive stroke of her piston, each revolution of her wheel, might carry her farther from the port of destination, and expose her more and more to the dangers of the sea. Just so it is with knowledge: though it may give power, yet it will never confer a controlling influence, unless that knowledge contains within itself the seeds of virtue and truth. Though my intellect may have received a polish that shall glitter like the scintillations of the diamond, yet if I lack those nobler qualities of the head and heart, my education is naught but "sounding brass or tinkling cymbal." An education that teaches to do right, on the principle that virtue is its own reward, shall be productive of greater good to society than all the scientific knowledge Yale or Cambridge can give unattended with such principles.

I do not propose recommending any practical system of moral culture in our schools, but simply to call the attention to the fact that this branch of education is almost wholly neglected, as simply educating the physical without due regard to the moral, produces the most frightful consequences and defeats the end of all education. How often do we hear men saying: Well I don't see as education is such a great benefit after all, for there is Mr. ——— who was kept at school from the time he could walk alone till he graduated an A. M., and what better citizen is he for it? He is just no man at all; and his family is none the better provided for, for his education. The speaker is a man of little or no education, yet an honest, thrifty, moral man whom every one re-

spects and esteems. Yes, and Mr. ——— too, might have been as honest, as thrifty, and as moral had he never have seen college or academy walls, where, if vice was not a part of his course of studies, its purlicues were fashionable, and the result shows that to him they were the most efficient teachers. I fearlessly assert that no education is better than such an one; better to the individual, better to his family, better to society.

No one cause has been so fruitful of evil in working out the destinies of nations, as well as individuals, as a lack of that knowledge which is at once power and virtue. And this power, this virtue is to be found in a system of popular education, whose teachings make men and women think rightly and act justly. Glance your eye at the world's history, and you will find that individuals, families, tribes, hierarchies, nations, kingdoms and empires, that have been swept from the face of the earth or endured a bondage worse than death, owe their utter ruin to a lack of knowledge and virtue; and that success has attended that cause, institution, or nation, whose power was derived from knowledge and virtue. The Turks are descendants of a hardy Tartar race, who possessed, among many weaknesses, all the virtues of a half civilized state. Though their knowledge of the arts and sciences might have been less than that of the Romans, yet the debt and credit, in the scale of power, shows a balance in their favor, for by their courage, desperate daring and prowess, they set the iron heel of their despotism on the Roman empire in the east, and the sun of their power and glory rose when the long night of death closed its curtains over the chivalric Romans. But Mahomed Ali, who was bearded in his own kennel by a power that dates back only a century, is no more the Mohomed Ali who laid prostrate the tree of Roman liberty in Asia, Africa, and Eastern Europe, and reared an empire over its ruins, than the imbecile indian of our day is the stalwart, high spirited savage of a former century. "*Chibouk and Opium*" has done for the Ottoman what neither the sabers of the merciless crusaders, nor the thunder of artillery, nor the shuffling chicanery of diplomacy could accomplish. If Turkey was the same Turkey that maintained a bloody and exterminating war for twenty one years against a fortified island, bore the invasion of the Crusades and met them on the tented field, strode over Greece, Egypt, Barbary, Arabia Petra, Palestine, and Asia Minor, with the crushing footsteps of a giant, she never would cry out: Help, England, or I perish! Her strength was then in the keenness of her steel and the fleetness of her steeds; but now, if she has strength, 'tis in the poverty of her opium and chibouk.

For two centuries the Turks have been declining, and, unless the muse of history lies and the past is no augurer, her future is expressed in the classic "*Fuit Illium*." Greece is now independent, Barbary no longer pays tribute, and Egypt is only held in nominal subjection. Let the hope of foreign aid and assistance be crushed and Turkey is no more. What a comment, is her once powerful and now worse than puerile arm, upon the worthlessness of all human institutions, where ever the virtues of a half civilized state are not coupled to knowledge,

as man, the symbol of power, is wedded to his compeer, woman, the type of love, purity, and fidelity. As the shadow of the Ottoman lengthens in evening's decline, and the death-rattle is heard in her throat, let America heed her errors and Turkey shall not have lived in vain. Let America prepare her people for self-preservation by erecting light-houses in her dark corners, for the illumination of her sons and daughters, where knowledge and virtue shall be taught by precept and example and a like fate may not await her. But who can imagine a panoramic view of the 'abominations of desolation' that shall be hers if she shall neglect that education which is the corner-stone of her free institutions? For mental and moral desolation there is no reviving spring. Let its winter of death freeze out the life-blood of our republican institutions; let intrigue, corruptions, and party bickerings triumph over honesty and intellect, and these 'abominations of desolation' shall become fixed and perpetual, and, as the mighty fabric of our glory totters into ruins, the nations of the old world will mock at our overthrow, like the powers of darkness when the throned one of Babylon became even as themselves and the glory of the Chaldees had gone down forever. It needs not the divine afflatus of a Daniel to read the handwriting upon the wall that reveals her destiny, for 't is written in characters of light, and emblazoned on the escutcheon of liberty—*Knowledge and virtue is life; ignorance and vice, death.*

IS THIS SO?

"I insist," said Daniel Webster, "that there is no charity, and can be no charity in that system of instruction from which christianity is excluded." Perhaps our school committee do not agree with Daniel Webster, and hundreds of other most mature minds? Certainly they do not if the report they made in relation to schools in Ward Six, published yesterday, in which they speak of the power of education to stay vice, expresses their true opinion. It is not a fallacy of theirs alone, however, but commonly entertained and often declared, and for that reason we notice it. In New England, education is a hobby that is well nigh ridden to death. The natural interest that all feel for their children, and whatever tends to elevate and improve their children, has made the public often listen to the wildest dreams and the greatest fallacies from those who would seek popular favor by claiming to be the special friends of public instruction—by which they have meant intellectual elevation—for the old systems, which are denounced, looked much more after moral culture than is now deemed advisable; indeed, it has been thought best, even in this Puritan State of Massachusetts, to dis sever education from religion.

All imaginable good, and escape from all possible evils, have been ascribed to education. It was not enough that 'learning was power,'

but it was riches, and virtue, and happiness, or it was said to be the means by which all these were attained. We were told that every school-house rendered one less prison necessary, and what we spent to instruct we saved in punishing. If by education they intend the simple imparting of knowledge, and this is all the meaning common use gives the word, nothing is further from the truth. Intellectual culture may be a great curse to an individual or community. It always is, unless accompanied by a corresponding amount of moral power. That is the worst condition of a nation when its head shakes its heart, for there is no vice or crime that that head may not invent, and that may not grow in the shade where the heart should be. As individual examples, take a Byron or a Bonaparte; as a national example, look at France before her revolution in the last century! Why, seven-eighths of all the villany of this world, of all the systems of oppression, robbery and fraud, have originated with the intellectual and refined, and all statistics show that as education, apart from religious instruction, has increased, in the same ratio, and even more, has crime increased. This has been the case here in Massachusetts, and we might quote Governor Briggs, Attorney-General Clifford and others, in support of the assertion. The Mayor of Boston, Bigelow, a few years ago, said, "at the rate with which violence and crime have recently increased, our jails, like our alms-houses, however capacious, will be scarcely adequate to the imperious requirements of society." And, without quoting anybody, look at the great number of the more enormous crimes that are committed. The jails of Boston and New York are full of murderers all the time. Nor is it true, as we are often told, that these persons are all of the low and ignorant. Look over a list of the swindlers, forgers, and even murderers, and you find a good proportion from the professions, the clergy, physicians, and lawyers—and what are not found there, the railroad offices, banks, and stores can supply.

We have no tables by us showing the proportions of the educated and uneducated among our criminals, and it would not show truly if we had, for the ignorant are most likely to get caught; but the chaplain of the Auburn State Prison, New York, recently gave a list as follows:

	Educated.	Uneducated.
Murder - - - - -	3	4
Manslaughter - - - - -	10	4
Incest - - - - -	4	1
Sodomy - - - - -	2	0
Grand Larceny - - - - -	181	66
Passing Counterfeit Money - - - - -	44	8
Forgery - - - - -	71	3

What is true there is true otherwheres. A London paper lately uttered this truth: "It is *moral* ignorance that makes men socially and politically dangerous, and not a want of mental culture." So says the history of England, where so much has been done within the last century to instruct the masses, but where crime has increased eight fold where the population has only doubled.

A distinguished officer, in the city government of London, remarked, in a communication published in the *Times*:

"In 1814, the report of the National Society states there were 100,000 children receiving the benefit of education. Now there are above 1,000,000 under that excellent institution, besides the tens of thousands and hundreds of thousands who are receiving education under the auspices of the Lancasterian schools. No man, therefore, can say that the increase of crime is attributable to the absence of education. If it were so, with education increased 800 per cent. during the last thirty years, crime would have diminished, instead of increasing 400 per cent."

The same facts appear in Scotland, where crime has multiplied forty fold, while the population has not doubled once. In Prussia, where every child is forced by law to go to school, there is fifteen times more crime than in France, where two-thirds of the inhabitants can neither read nor write; and a comparison of some other portions of the world might show a like condition of things.

If these things be so, is education an evil? They would not prove that learning, in itself, was a bad thing, but in bad hands it may be. A razor in the hands of an infant is not more dangerous than is intellectual power to moral infants. It is better that a child should never know than to know only to do evil. What is needed is the drawing out of *all* the powers of body, will, and intellect—an education about which the world do not seem, at this age, to be solicitous, but hoping for happiness, as Eve did in the garden, from the tree of Knowledge, believing thereby that they will become as gods: they are, indeed, deformed monsters, ill-shapen, unsightly, devilish in desires as in spiritual appearance. If in heaven there is a true idea of symmetry of soul, the angels must weep over those born into the other life with some faculties distended and others warped, as we would over children that were born here with monstrous heads and small bodies, or with arms twice too long and legs twice too short.

Give to your boys and girls that training that a republican and christian people need. First, in the use of the hands, that every one may be industrious and do something useful for their support—it is as necessary to know how to do as how to think—next, in the development of mind, not by the hot-bed system, but by mature growth to strong reason—and last and highest, let them be reduced to the subjection of moral law, by instruction in the school-house, and from the pulpit, and by the fire-side, when they come in and when they go out, when they rise up and when they sit down, and upon all the occasions of life.

Newburyport (Mass.) Herald.

LETTER FROM GEO. BUNSEN, SCHOOL COMMISSIONER OF ST. CLAIR COUNTY.

MR. C. E. HOVEY—*My dear Sir:* The warm season, but particularly the employment of most of the school Directors, at this time, in the harvest-fields, has stopped my school-visiting for the present: and now, sitting at home and reflecting on what I have seen and experienced, I should be almost despondent if I was not sustained by confi-

dence in God and his light, the rays of which I perceive, not only in the *Illinois Teacher*, but in the *Prairie Farmer* and other papers and pamphlets. "We must have Normal schools or fail!" Your words, Sir, and mine, and of, probably, a good many more; but whether of the majority? These words ought to be the inscription on the banner of our next Legislature. They, at least, will be the condition on which my vote for legislators will depend.

Before entering upon the subject of my complaints, and in order to make them better understood, I deem it pertinent to state, briefly, my views of the methods of education. The disposition of man consists in two faculties, morals and mind. The cultivation of these two faculties is the subject of education. To produce this cultivation various ways or methods are employed; but chiefly two, and exactly opposite to each other.

The one, let me call it "The learned or historical method," takes the human mind to be an empty receptacle to be filled with knowledge, quantitative knowledge, in the sense of acquaintance with any fact, and, for this purpose, makes use of the memory of the pupil, quite indifferent whether he does or does not understand what he is learning, if he only knows it by heart and can recite it when asked. Therefore, as the various branches of knowledge are contained in the different school-books, this method will lay these school-books before the pupil, and will have him memorize them, which is called 'to study.'

The other, let me call it "The Scientific, Philosophical or Natural Method," starts from the view that in human nature the germs of these human faculties, of morals as well as of science, are deposited as a gift to mankind. This method, therefore, will not commence teaching by infusing bare facts to stifle the said germs, but will do every thing to make these germs grow, so that they develop and become sound plants rooting in the human mind.

The first, or 'Learned Method,' is that of olden times, when the government of blind authority was in force. It was fitting that this government should keep down the spirit of man and make it subject to the will of the governors. It was the system of education in Europe when America was discovered, crossed the ocean with the immigrants, and is employed here more or less to this day.

The second, or 'Scientific Method,' is the production of the human mind in recent times; by it science has taken a new start toward perfection and liberty is discovered to be an indefeasible right of man. It has made the present a time of scientific progress, of mechanical inventions and of political revolution. We see it represented by J. J. Rousseau, in France; in Germany, (See *Illinois Teacher*, Vol. II., No. 1, page 17,) by H. Franck, Steinmetz, Campe, Gutsmuth, Salzmann and others; in Switzerland, by Henry Pestalozzi and his friends and assistants; and in the United States, by the enthusiastic interest recently felt in the cause of education, creating Normal schools, calling forth Teachers' conventions, Teachers' associations and institutes, and the periodicals named 'Teachers;' as the *Illinois Teacher*, *N. Y. Teacher* and others—the principles they express exactly answering those of the 'scientific method.'

Let me now lay before you the facts I met with on my school visits. In the early part of April, as soon as the roads became passable, I commenced visiting the schools of my county and, till now, have visited 46. Before visiting a school I called on the directors and tried to get their company. In most cases I was not only successful but was received with gratitude, acknowledgment and kindness. In some cases I met the excuses mentioned in the Bible: one had to buy a yoke of oxen, another to take a wife, and a third to haul a load of wheat to market.

If possible, I stayed at least half a day in every school. At first I took a seat and remained a mute visitor for a while, just to get an impression of the character of the school. As to the discipline and order of the schools I cannot say much, because pupils will always be more or less influenced by the presence of a visitor, particularly by the presence of the school commissioner and one or more of the directors, though I must say I believe in most of the schools order and discipline were good—I saw it expressed in the faces and looks of teachers and pupils that they were on good terms. In some of the schools I met with a pretty big rod or a leather strap in the hands of the teacher, and there I observed that the eyes of the pupils were fixed more upon the rod or strap than upon their books—anguish and horror, or mischievous propensities were depicted on the pupils' faces, in the place of love to teacher and learning. The government of the rod will always produce the least government of a school. With the smaller children it will produce fear in the place of attention, and with the larger ones it will challenge to do mischief; because, by the rod in his hand, the teacher shows them that he does not confide in their good will, but supposes them to be bad and deserving to be punished, and, therefore, they will answer his supposition and defy the rod in his hand. And I say they are right, and this is becoming the children of a republic. Any teacher professing no other means to win the good will of his pupils but the rod had better quit his profession at once, and enter the army, where, in the rank of a corporal, he may indulge in the use of the rod to his heart's content.

After having got an impression of the character of the school in general, I inquired for the branches the teacher had taken up and requested him, if there were any besides reading and spelling, to bring such and such before me. At a proper occasion I now took the liberty to ask for the 'why,' a word not known, or at least not understood, in most of our schools, either by the pupils or by the teacher himself.

The letters, spelling and reading, I found, were in a good many schools the only subjects taken up, because, as I was told, the pupils were not able to study any other branch before they could read. Where other branches were studied the pupils *could* read. What does this say? That in our schools no other but the learned or historical method is employed. There are exceptions. In five or six schools, all in the county-seat town but one, I met with the *idea*, at least, of the scientific or natural method, in consequence of the teachers having got their education in foreign Normal schools. I also met, in one case, a gifted young man in love with his calling, and not satisfied with the way he had

been led to knowledge ; who had found and still tries to find out a better way, and has got a great assistant in the *Illinois Teacher*. So few exceptions ! But how can it be otherwise ? Whence do we get our teachers ? From Normal schools, where they have been trained, not only to knowledge, but also how to impart it ? We have none. Almost all offering to teach school here take no other interest in this *business*, and have no other aim in keeping school, than momentarily to escape want, or to avoid the labor of their usual profession on account of delicate health, or, as students and others preparing for law or medicine, who resort to teaching to supply an empty purse and thus enable them to pursue their studies. These never dreamed of teaching till, in consequence of the present school law, many places, with good salaries, were offered. Some of these have no education but that of the common schools, and know only the method they were trained in. Regarding teaching as a temporary employment, they take it easy and trouble not themselves with improvements the utility of which they do not see. They were trained in the old method, and they are—"first rate." Why should they trouble themselves with improvements ?

Now, let me add a description of the way they proceed, beginning where they begin, with the 'letters:'

The teacher lays the alphabet before the eyes of his pupil, who is sent to school for the first time, has never seen a letter, does not know what a letter is, has no idea what he is at school for, etc., but is now to learn his letters, and, pointing at A or a, while looking at the pupil, says, "a:" the pupil says, "a." Now the teacher, pointing to B, says, "b: say b:" the child says, "b." The teacher then, in the same way, takes two or three letters more, c, d, etc., hears these four or five letters over once more ; or, if the pupil has not retained them, repeats the same once more, and then, as he cannot spend more time to this pupil, says, "That is your lesson, study now." What does that mean, 'Study now?' By and by the pupil becomes aware of what it means ; for, as often as his eyes meet those of the teacher, the teacher says, "Study!" and points at the book in the pupil's hands. So this word 'study,' in the mind of the pupil, means, fix your eyes upon the book ! But this is a tiresome task for the poor child. We may soon observe that, as often as the eyes of the teacher are not fixed upon the child, the child's eyes are not fixed upon the book : playing, looking at the pictures in his own or his neighbor's book, chattering, kicking, or boxing his school-fellows ; in short, anything but study, will be the consequence of this way. Why ? The mind of a child requires activity ; it has been accustomed to activity from infancy, and if the teacher does not supply him with an object for his activity, the child will do it himself. What does the teacher mean by this word "study?" He means his pupil shall so examine these four or five letters that he can point them out when asked. But in the way the teacher has followed, that is, 'in the way of memory,' the pupil has either retained the letters directly or not at all. If he does retain them, what remains for him to study ? If he does not, how can he do it by studying ? It cannot be done except by verbal repetition by the teacher or by some one else. So,

therefore, as the pupil is forced by his nature, that is by the will of God, to be active, and as the teacher has not given him an object for his activity, he will find it himself in his own way. And now, if the teacher will insist upon his pupil's studying, that is, upon his fixing his eyes upon the book, which, by the force of his active nature, he cannot do and therefore will not try to do only as long as he is observed by the teacher, he, the teacher, will make his pupil a liar and a hypocrite; or if he cannot do this, if he cannot make his pupil appear otherwise than he really is, playful, talkative, kicking, etc., and he punishes him for it, well then, he will punish him for what God, his creator, has planted in him.

After having been tormented in this way for three to six weeks or more, the pupil finally knows his letters, that is, he knows them up and down and can point them out. But what does he really know? He knows that such and such marks or signs, called letters, have such and such names. He knows the names of the letters, but does he really know the letters, their character, their power, their sound? Spelling follows next. Laying before his pupil *ba*, *be*, *bi*, etc., the teacher points at *b* (in *ba*). Pupil: *b* (name of it). Teacher, pointing at *a* (in *ba*). Pupil says, "*a*." Teacher pronounces, "*ba*:" pupil repeats, "*ba*." Teacher points at the following *b* (in *be*). Pupil, "*b*." (name.) Teacher pointing at *e*, pupil says, "*e*." Teacher pronounces "*be*:" pupil repeats, "*be*:" and so on through all the exercises—yea, with some of the pupils, through the whole spelling-book—the pupil naming the letters, the teacher pronouncing the syllables, the pupil repeating.

Before proceeding, let me analyze this process psychologically. If after the teacher has pointed at and the pupil having named the letters *b* and *a*, he, the teacher, would not pronounce "*ba*," but would allow the pupil to pronounce it, what would the pupil pronounce it? He would pronounce it, *bee-a*, and never *ba*. It is obvious why; from the way he has learned his letters, he has necessarily got the impression that the names of the letters are their power. How should he come to the conclusion to pronounce them otherwise? *Ca*, he will pronounce, *cee-a*; *da*, *dee-a*; *fa*, *ef-a*; *ha*, *ayteh-a*. To prevent this, the teacher pronounces according to the phonological system, and the pupil repeats it, parrot-like. Such of the pupils now as are favored with more acuteness and activity of mind will very soon, by unconscious abstraction, and without becoming aware of it, really make the distinction between the name and the power of the letters. These will learn reading very quick, and their teacher will be exceedingly proud of his skill and method, never dreaming that he has done very little, while, really, God was the teacher. He wonders, and becomes impatient, at some of his pupils who lag *behind*: "They are dull and stupid!" Are they? O, how many children, highly gifted with mental powers, are by this supposition made dull and stupid! Now, instead of reflecting whether he has not missed the proper way of instruction, (a reflection which is every teacher's duty in such a case as this,) the teacher, supposing them to be dull and stupid, goes on in the said way, now and then testing his pupils, to see whether they can walk alone.

by hesitating to pronounce the letters the pupil has named, or pronouncing only the beginning; for instance, ba- (bad) if the word be bad, or fra- if the word be frame. By and by he proceeds to the First Reader. The pupil looks at the first word, the teacher pronounces it, the pupil after him; the teacher pronounces the second word, the pupil after him, and so forth, until at length, partly by unconscious abstraction and partly by frequent repetition of the formal appearance of the same syllables and words, so to say, by the same picture, the pupil learns what is called *reading*; part of it not unlike the Chinese, in which there are no letters but every word consists of a particular mark or sign.

Some pupils trained in this way learn to read in one year, some may not in five or six years. What is the reason? Dullness and stupidity in some of them? Never! Every child that is *sana mente*, that is, not crazy, and is sufficiently exercised, will learn to read in about one year, and if it does not the fault is mostly with the teacher, though a good many unfortunate and impeding circumstances connected with our schools will do their part also.

Well now, is this method of teaching reading, a method which I have met with in all the schools of my county except one, in consonance with the principles laid down in the following words of the essay "The Purpose of Education," in Vol. II., No. 1, of the *Illinois Teacher*?

"The training of the mind is of more consequence than the storing it with facts. However valuable these may be, they should be learned, not primarily for their own sake, but as instruments of forming right mental habits. All the teacher's plans and methods of instruction, should be modified by the paramount consideration that the prescribed studies are to be pursued not as ends, but as means, to the higher end of drilling and developing the mental powers. Knowledge is, indeed, essential to education, but, as we have already shown, does not constitute it. If right habits of mental activity and self-reliance are formed, knowledge will come, in due time, as a matter of course. Any degree of knowledge without mental discipline will be of little use. It is the discipline of the intellectual and moral faculties that constitutes the man, and gives him his individual character and power. It is by the means of this discipline that he will be able to excel in any pursuit or profession."

Every one who understands the principle contained in the above quoted passage will answer that the above-described method is exactly opposite to this principle, and answers the principles of the old-fashioned or learned method as above characterized, and, therefore, ought to be abolished and replaced by a good one. But what is a good one? Before I answer this question permit me to add a few more remarks, which I hold indispensably necessary for the plainness of the matter.

Besides the said mode of teaching the letters, spelling and reading as above described, spelling, at first in connection with reading, is, by and by, separated from it and practiced as an independent

branch; so that I have met with pupils reading monosyllables very poorly while spelling four or five syllabled words so quickly that my ear could not follow them, and I had to depend on the teacher, who said it was correct; and, furthermore, I found *writing* was or was not introduced, and if it was it was not at all in connection with spelling or reading: but penmanship—a drawing lesson, if the teacher was acquainted with the mode of systematically setting a copy, a scrawling lesson if he was not.

The next consequence resulting from such a procedure will be, that, for the pupils trained in this way, reading, spelling, and writing, while being in fact what they ought to be in the mind of the pupil, namely, the subjects of the same activity of the mind, or by analysis, as in reading, or by synthesis, as in spelling and writing, assisting each other every way, the connection between reading, spelling and writing is scarcely perceptible, that they appear to the pupils as three quite different subjects, which are to be studied every one for itself, just the same as grammar, geography, &c.; and thus the benefit, for the development of the mind, that could be derived from the understanding and practice of this connection, is entirely lost.

I met with schools where some pupils or whole classes could read very well, where, also, penmanship was practiced, but where the pupils had never written a word but in their copy-books—no attempt at a dictate or a composition had ever been made. A fine field for operation offered to the school commissioner, this was. Well, I gave them a little dictate, directing them to write down the words just as they were used to spell them; and the pupils, used only to copy the copies as they had been set to them, by the teacher, in their copy-books, were surprised and astonished at their ability to *write*, which, at once, they understood as in connection with their spelling and reading. The orthographical faults they made, were mostly in consequence of the habit of spelling too quick, which, (quick spelling) in most schools seems to be a matter of honor. So, for instance, *they will not spell Peter*, p e, p e, t e r, ter, peter, but p, pe, t r, ter, peter; and this, if not exactly in this, in similar cases, will cause them to write ptr.

(Continued next month.)

EDUCATIONAL ASSOCIATION.

THE Teachers and friends of Public Education in St. Clair County, met at Odd-Fellows' Hall for the purpose of organizing themselves into an educational association.

The meeting was organized by electing Mr. Geo. Bunsen, the present School Commissioner of this County, President, and Mr. C. F. Noetling, Secretary. Professor D. Wilkins, of Bloomington, and

Wm. H. Powell, Esq., of Peoria, being on an educational tour through the southern portion of the State, were present at the meeting. Two committees were appointed, one to draft a constitution, the other to report the order of exercises. Adjourned till evening.

EVENING SESSION.—The meeting being called to order by the President, Mr. Powell delivered a very appropriate address on the subject of education, and was followed by Rev. Mr. Gibson and Judge Underwood, whose remarks added interest to the occasion.

Adjourned till Monday, 9 o'clock A. M.

MORNING SESSION, Sept. 1st.—At the opening of the meeting, the committee on the constitution reported, and, on motion of Professor Wilkins, the constitution was adopted by sections. The committee on exercises reported "The Government of Schools" as the first subject for discussion.

Adjourned till 1 o'clock P.M.

AFTERNOON SESSION.—The election of officers took place, and Mr. H. Dennis was unanimously elected *President*; Mr. G. Bunsen, *Vice-President*; Mr. C. F. Noetling, *Secretary*; Mr. Kempff, *Treasurer*. An executive committee was appointed, composed of Nelson Davis, Fuller, Seitz, Mrs. Edwards and Miss Hough. The subject of school government being called up for discussion, the following gentlemen participated therein: Professor Davis, Rev. Mr. Gibson, Gov. Reynolds, Professor Wilkins, and Mr. Powell.

Adjourned till evening.

EVENING SESSION.—Mr. Powell addressed the meeting respecting the present School Law, and was followed by Judge Niles.

Adjourned till Tuesday morning.

MORNING SESSION, Sept. 2d.—The subject of School Government continued, Messrs. Powell, Jones and others participated.

Adjourned till 2 o'clock to the Methodist Church.

AFTERNOON SESSION.—The pupils of Public Schools met with their teachers at their respective school-rooms, and thence proceeded to the Methodist Church, where they were addressed by Professor Wilkins, Powell and Sears. Much enthusiasm prevailed among the pupils, called forth by the interesting remarks of these gentlemen.

REPORT OF COMMITTEE. The committee on resolutions reported the following:

Resolved, 1st, That we highly approve of the system of free schools as established by our last Legislature.

2nd. That we are highly pleased with the *Illinois Teacher*, and will use our best endeavors for its circulation and support.

3d. That in view of the great want of teachers in our State, we hope that our next Legislature will make ample provision for the establishment of a State Normal School.

4th. That we feel ourselves under many obligations to our talented co-laborers, Professor Wilkins and W. H. Powell, Esq., for their valuable services among us in the cause of education.

WERTER R. DAVIS.

CONSTITUTION

OF

The St. Clair County Educational Association.

WHEREAS, we regard the system of Public Education as now carried out in this State adequate to the public want, and whereas, the efficiency of any system for

the intellectual and moral training of the young is not so much to be secured by legislative provision as by the active association of individuals, we, whose names are hereunto annexed, do form ourselves into an organization for the purpose of contributing our efforts to the promotion of the educational interest of this community and State, to be known as the St. Clair County Educational Association.

ARTICLE 1. The object of this Association shall be for the mental improvement of Teachers, and the awakening of an interest in our public schools, by lectures, essays, and discussions of the subjects pertaining to education.

ARTICLE 2. The Officers of this Association shall be a President, Vice-President, Secretary, and Treasurer, to be chosen annually on the last session of their offices, whose duties shall be those usually pertaining to those offices.

ARTICLE 3. The Association shall hold its sessions from time to time, as provided for in the By-Laws.

ARTICLE 4. Any School Officer, Teacher, and friend of education, of good moral character, may become a member of this Association by signing this constitution.

ARTICLE 5. This Constitution or By-Laws may be amended or altered at any regular meeting of the Association, by a vote of two-thirds of the active members present.

BY-LAWS.

SECTION 1. The President shall appoint, at each meeting, an Executive Committee of five members, whose business it shall be to prepare a programme of the order and business for the next meeting, and determine the place and time of meeting.

§ 2. No lecture or essay on any one subject assigned, shall exceed thirty minutes, except by vote of the Association.

§ 3. No member shall be permitted to speak more than twice on the same question, and not more than fifteen minutes at a time, except by vote of the Association.

§ 4. The necessary expenses of this Association shall be defrayed by an equal assessment, by the Executive Committee, on all the male members.

§ 5. This Association shall hold its sessions semi-annually.

§ 6. The rules for the government of the Association shall be the same as those usually observed in deliberative bodies.

§ 7. Any person may be made an honorary member by of this Association, by a vote of a majority of the members present at any meeting of the Association.

GEORGE BUNSEN, President.

C. F. NOETLING, Secretary.

BELLEVILLE, August 30th, 1856.

WARREN COUNTY INSTITUTE.

THE first Warren County Teachers' Institute was held in this place the week commencing October 20 — a most unsuitable week, by the way, for a gathering of any kind, for 'wind and rain and murky clouds' kept each of its days constant company, and rendered the aspect of things without specially gloomy.

Owing to the severe rain of Monday, the teachers did not meet until Tuesday morning. At first the attendance was rather meagre, but, one after another, they worked their way to the place of meeting, until quite

a respectable delegation from the schools of the county was present. Notwithstanding the extreme disagreeableness of the weather, the exercises were kept up throughout the week; and rarely has a week's experience afforded more real pleasure, and it may be hoped profit, than this. In their conductor, Doctor HOAGLAND, the members of the Institute realized their fullest expectations, and his able lectures and excellent advice will not soon be forgotten by them.

We had a public lecture each evening, which, however, the rain and mud prevented from being made as public as those most interested could have wished; but all who listened to them expressed themselves as willing to render a receipt in full for a liberal remuneration for all the trouble occasioned them by their attendance. Taking it all in all, we consider the success of our experiment as in a goodly measure flattering to the cause among us, and the zeal with which all present seemed to participate in the exercises was, we thought, ominous of a still better time coming. We thought we could see the good effects of the *Teacher* in the more than ordinary interest manifested by those who had been its readers, and trust that all of them who have not already will shortly avail themselves of the benefits which its attractive pages furnish.

At the close of the Institute a series of resolutions expressive of the feelings of the members was adopted, of which the following are a portion :

WHEREAS, proficiency in any, and more especially in intellectual pursuits, depends much upon associated effort; therefore,

Resolved, That the Teachers' Institute is admirably adapted to the wants of teachers and worthy the commendation and sympathy of all friends of education.

Resolved, That we consider those teachers who have held themselves aloof from this session of the Institute as having neglected their duty and proved themselves unworthy of the profession.

Resolved, That we believe the frequent visiting of the schools of their children to be an especial duty of the parent and school-director, and that we regard their hearty co-operation with the teacher as the only real and effectual means of securing and promoting the advancement of education.

Resolved, That we consider every teacher in duty bound to exert his endeavors to the utmost to extend the circulation of periodicals calculated and intended to promote the cause of common schools, and, as one among such periodicals, we would recommend to their kindly notice the *Illinois Teacher*.

Resolved, That we return our thanks to REV. R. C. MATTHEWS and REV. N. W. TUCKER for their excellent and appropriate lectures delivered before the members of the Institute during the evenings of the session.

Resolved, That we tender our warmest thanks to Dr. HOAGLAND for his untiring efforts in conducting the exercises of the Institute and rendering it so pleasant and profitable to all in attendance.

Resolved, That the thanks of the community are due to those who originated this association and have brought it to so successful a termination.

Resolved, That a copy of these resolutions be forwarded to the *Teacher*.

On Saturday morning those who had attended the Institute met and

organized a Teachers' Association, of which A. H. TRACY (our Commissioner, by the way) was chosen President. The meetings of the Association are to be held semi-annually. After electing other officers and making arrangements for a future meeting, the Association adjourned, to meet at the call of the President.

So much for Warren. We can not expect as yet to rival those of our neighbors who have had the start of us so long, but, like our friend from Gallatin, we calculate to do them our best in way of a race, and hope that a short time will see us nearer together than we have been heretofore.

With many expressions of regret for your late loss and the consequent detention of the *Teacher*, please consider me

Yours sincerely,

D. R. S.

MONMOUTH, November 4.

WOODFORD COUNTY INSTITUTE.

THE Woodford County Teachers have just closed an enthusiastic and highly-successful Institute. An effort had been made in previous years, but, through the apathy and indifference of those who ought to have been most deeply interested, had not arrived at success; but now, thanks to the untiring energy of our excellent County Commissioner, J. G. WALKER, Esq., the Institute has become a fixed fact, and one of the annual institutions which the teachers sustain.

Dr. C. C. HOAGLAND, of Marshall county, conducted the instruction exercises. His reputation, which had preceded him, was entirely sustained, and, by his earnestness in the work and great adaptedness to it, he greatly commended himself to us all. The teachers of Woodford county will be unanimous in the desire and effort to keep him engaged in a business for which he has peculiar fitness.

Elder T. J. BAILEY, of Metamora, lectured on Tuesday evening on Government; WM. H. POWELL, Esq., of Peoria, on Wednesday evening, on The School Law; Rev. Mr. BURGESS, of Eureka, on Thursday evening, on The Qualifications for a Teacher's Office; and Dr. HOAGLAND on Monday evening on Teachers' Institutes, and on Friday evening on Normal Schools.

The sessions were well attended by about fifty teachers, a large proportion of whom were females. These were so much gratified with the Doctor's instructions that, at the close, they presented him with a copy of *Benton's Thirty Years in the United States Senate*. The interest of the citizens of Metamora was awakened, and kept up and increasing to the last, large audiences waiting upon the evening lectures. Woodford will be among the foremost in the good cause; rely upon that!

Yours truly,

REPORTER.

METAMORA, October 18.

ILLINOIS STATE PHONETIC CONVENTION.

To the Friends of Education generally:

It is one of the peculiar and distinguishing characteristics of the present age that we have conventions of almost every description, designed for the establishment and promotion of various ends, such as Religion, Science, Mechanics, Politics, etc., all of which are often productive of incalculable good. But now we are hailed with the joyous tidings of an Orthographic Convention, a convention whose great object is to carry forward the reformation of our present ambiguous and contradictory orthography—an object of the gravest importance to every intelligent and reflecting mind—a subject of cherished interest to the thousand teachers of our youth, and to the accomplishment of which every parent looks forward with happy anticipation of a more ‘royal road to learning’ than they themselves have found.

This is a desideratum to which linguists and philologists have directed their attention for more than a century; and their anticipations have been more than realized in the introduction of the philosophic alphabet which is now fast coming into use. But it has been left for us to throw off this garment of a thousand years, in exchange for the new one, fitting in all its parts, and readily applied because it is a portion of the old, so far as could be without destroying the character of the new.

Since our sister States, Ohio, Indiana and Iowa, have taken an important step in the direction of forming Phonetic Associations, electing agents, etc., we are fully determined, and have *resolved*, to incorporate a new era into the educational history of Illinois at the commencement of the new year, believing that such a measure is necessary to meet the requirements of her present intellectual advancement. Do you wish to see the English language attainable by all foreign nations, as well as by the illiterate of our own? Do you desire to see the means brought into requisition within the present year of educating the fifty thousand ignorant adults in our own State who can neither read nor write? If so, then attend the following earnest appeal, which is made in accordance with the heartily expressed desires of a great number of friends of the Reform throughout the West.

“We, the undersigned, Phoneticians of the State of Illinois, do this day issue a call for a Phonetic Convention, to be held in Chicago on the twenty-fifth and twenty-sixth days of December next, beginning on the last day of the meeting of the State Teachers’ Association, for the purpose of giving the members of that body an opportunity to meet with and assist in its deliberations. The objects of the Convention are, to organize a State Phonetic Association, for the purpose of concentrating

the great strength which the friends of the Writing and Printing Reform have acquired hitherto without an organization, which is necessary to secure united energy, talent and influence; together with the appointment of an efficient Agent, whose duty shall be to canvass the State in lecturing and teaching, and the general dissemination of the Phonetic Science.

"Several addresses are expected, as eminent speakers have pledged themselves to attend and participate in the exercises of the occasion. Delegates will be present at the various railroad depots on the evening of the twenty-fourth and morning of the twenty-fifth, with *Phonetic badges*, to give information and conduct strangers to the place of meeting.

"Papers and periodicals favorable to educational progress are respectfully invited to give publicity by copying.

"Dr. L. D. GLAZEBROOK, Naperville;	Rev. A. B. PICKARD, Mt. Morris;
Rev. ORIN MILLER, Belvidere;	Dr. I. S. P. LORD, Batavia;
Prof. O. C. BLACKMER,	ALBERT H. HAVENS, Cass;
"J. E. BURHANS,	GILBERT R. BRACKET, Chicago;
Dr. D. D. WAITE,	Dr. JAMES ADAIR, Mendota;
Mr. DEAN FERSON,	CALVIN G. UDELL, Odell Station;
Prof. J. B. NEWCOMB, Elgin;	Rev. A. D. FILLMORE, Paris;
Professor WILBER H. CLUTE, Naperville."	

ADAMS COUNTY TEACHERS' INSTITUTE.

FIRST Annual Meeting of the Adams County Teachers' Institute, commenced its session Thursday morning, Nov. 13th, 1856.

The meeting was called to order by the President. Minutes of last preliminary meeting were read by the Secretary and accepted by vote of the Society; also all business previously transacted was indorsed.

On motion, it was voted so to amend the Constitution that any person interested in the cause of education might become a member.

An introductory address was delivered by C. W. Bowen.

Mr. W. W. Richards then explained his method of teaching Arithmetic, and was followed by Messrs. Bowen, Martin, and Davis.

The meeting adjourned to meet at 1½ o'clock P. M.

AFTERNOON SESSION.—The meeting was called to order by Vice President Martin.

Remarks were then made on Grammar, by Mr. H. S. Martin, Miss N. M. Weaver and others.

These remarks were followed by an exposition of the method of teaching Mental Arithmetic, by Mr. H. N. Hopkins and Miss S. S. Champeny.

On motion, it was voted to adjourn to meet at the Second Ward Pub-

lie school-house at 7 o'clock P. M. At the appointed time the meeting convened, and, after witnessing various experiments in Electricity by Mr. W. M. Kirkpatrick, adjourned to meet at the former place at 8½ o'clock Friday morning.

Friday morning, 8½ o'clock, the meeting was called to order by the President.

Remarks on Geography were made by W. W. Richards, H. S. Martin and C. W. Bowen.

These were succeeded by remarks on Reading, Writing and Spelling, by Misses S. S. Champeny, N. M. Weaver; also by Messrs. Martin, Wray, Hopkins, Eberhart and Bowen.

On motion, session adjourned to meet at 1½ o'clock P. M.

AFTERNOON SESSION.—Was called to order by the President.

By invitation, a class from Miss Weaver's school entertained the Institute with vocal music.

Remarks on School Government were made by H. S. Martin, C. W. Bowen, S. W. Wray, W. W. Richards, Miss N. M. Weaver, H. S. Hopkins, and H. S. Davis.

Music by the Class.

An original Essay was then read by Miss N. M. Weaver.

Next, remarks upon Elocution by the members of the Institute, followed by declamations by C. W. Bowen, W. W. Richards, H. N. Hopkins, and S. W. Wray.

On motion, a vote of thanks was tendered to Miss Weaver's Class of young ladies, for entertainment in vocal music; also to Mr. H. S. Davis, the Superintendent, for his interest and attendance; also to Mr. Richards for kindly furnishing room, lights and fuel.

On motion, a vote of thanks was tendered to Mr. C. W. Bowen, for his able introductory address; also to Mr. Kirkpatrick, for his experiments in Electricity.

Session adjourned to meet at 7 o'clock P. M., at the Quincy City Hall.

EVENING SESSION.—Was called to order by the President, and opened with prayer by the Rev. Mr. Andrus, of Vermont Street Church.

H. S. Davis followed with some very appropriate remarks relating to the objects of the Society, &c.

The Society then listened to addresses by the Rev. L. Billings and Professor J. F. Jacquess.

Committee on resolutions reported as follows :

Resolved, That we feel under many obligations to Rev. L. Billings and Prof. J. F. Jacquess, for their able addresses before this Institute, and that we manifest the same by publishing this resolution with the proceedings of the Institute.

Resolved, That the Teachers of this Institute who live in the city meet on the first Thursday evening of each month, for the purpose of discussing questions connected with our duties as teachers, to engage in exercises that fit us for the school-room, and to continue the acquaintance and harmony of feeling that this meeting has originated.

Resolved, That we, as an Institute, fully indorse the *Illinois Teacher* as a suitable and efficient means of promoting the cause of Education, and that we will each strive to circulate it in our respective places of teaching.

Teachers from the country are earnestly requested to meet with us as frequently as possible and partake in our deliberations.

Your Secretary would beg leave to add, that, although many circumstances transpired to draw away the public generally, he feels it his duty, in justice to those present, to state that a very respectable audience was present at the lectures on Friday evening, larger, even, than had been expected; and from the interest and attention manifested, that the importance of a more thorough system of public education is deeply felt, and anything calculated to bring it about would readily receive the encouragement and support of the citizens of Adams County.

C. W. BOWEN,

Chairman of Committee on Resolutions.

Certified from record.

H. N. HOPKINS, Secretary.

WINNEBAGO COUNTY TEACHERS' INSTITUTE.

AGREEABLY to a call from C. A. Huntington, School Commissioner, the Teachers of Winnebago County and those intending to teach in the County, assembled at the First Congregational Church in Rockford, on Monday, Oct. 20th, at 1 o'clock P.M. Very interesting introductory remarks were made by Mr. Huntington and Rev. Mr. Patch: after which the Institute proceeded to organize.

Mr. Huntington was elected President, Henry C. Drake and Bell J. Burpee Secretary. A committee of arrangements was appointed to prepare the order of business for the Institute. Guy Hulett and Miss Mary Thompson were appointed a committee to receive communications. After a short recess, an hour was devoted to music under the direction of Mr. Norcross, who brought into the Institute one of his beautiful double-reed Melodeons. The Committee of Arrangements then reported the following order of exercises:

Morning, From 9 to 9½ o'clock, Reading Scriptures and Prayer; 9½ to 10, Elocution; 10 to 11, Arithmetic; 11 to 12, Geography.

Afternoon, From 1½ to 2½, English Grammar; 2½ to 3½, Miscellaneous business; 3½ to 4½, Music.

Rev. Mr. Adams addressed the Institute a short time, after which the meeting adjourned until 6½ o'clock.

The evening session was one of great interest. At the appointed time, a considerable audience assembled at the church, consisting of the members of the Institute and people from the city. Addresses from eloquent speakers, interspersed with music, held the silent attention of the audience until the hour of adjournment. So ended the first day of the Institute. Each succeeding day increased both the interest and the attendance. The order of exercises adopted by the Committee of

Arrangements, was observed, with some little occasional variation, through the week. Each study was assigned its respective teacher—and here we must bear testimony to the cheerfulness and devotedness with which they performed their duties. They will long be remembered for their kindness, intelligence and worth. Among them we might mention Prof. Wright, of Lee Centre, Prof. Wilkins, Rev. Mr. Patch, and Rev. Mr. Adams. Several of the city teachers, also, kindly lent us their assistance; but to our President, Mr. Huntington, belong the heartfelt praises of every friend of education. At the sacrifice of much valuable time, of his business, and of money, he gave us the benefit of his presence and experience, and spared *no* effort to make it a pleasant and profitable season to all.

Each evening was devoted to discussions and lectures, and nothing could exceed the interest and pleasure of these occasions. The Institute closed, on Saturday, with a public examination, having continued one week. A cordial vote of thanks was tendered to the President and Teachers, as a faint testimony of grateful regard for their labors.

It was voted that the next session of the Institute be held at Rockford, in March next, subject to the call of the President. A few parting words, full of feeling and pathos, were spoken, and we left the spot with subdued yet hopeful spirits, feeling strengthened by the lessons of wisdom and love which we learned there, to enter upon the duties before us with stout hearts and willing hands.

HENRY C. DRAKE, }
BELL J. BURPEE, } Secretaries.

"NOW BE A MAN."—How often have we heard the above sentence uttered to a boy, in way of encouragement or prompting to the performance of duty. We do not fancy it at all. We should much rather bear him exhorted to be a boy or child. We dread to think of a manly or *manish* boy—so cold, calculating, unimpulsive. But we do love a boy, careless as the wind, and almost as rude and noisy; frank, fearless, ready and able to do any and every thing; generous as the April cloud, and as hale, hearty, cheerful as content, hope and love can make him.

No, we say be a boy, good and truthful, healthful and courageous. Don't be a crafty, tobacco-chewing, smoking, selfish, ambitious man. This is likely to come upon you soon enough in all conscience. Let teachers leave off to make *men* and *women*, and let them go to work to make good *boys* and *girls*—a race of beings fast, we fear, becoming mythological—and we will insure the world a full supply of first rate *men* and *women*, when the 'rising generation'—that dim futurity which holds all our hopes—comes on the stage.

The Rhode Island Schoolmaster.

EDITOR'S TABLE.

SHALL THE 'TEACHER' BE MADE THE OFFICIAL ORGAN OF THE DEPARTMENT OF PUBLIC INSTRUCTION, AND A COPY BE SENT TO EACH TOWNSHIP BOARD OF TRUSTEES IN THE STATE? All in favor say 'aye.' Much difficulty has at times existed in some towns of the State, resulting from the imperfect acquaintance of officers with the school-law. Some times lawsuits are started, teachers dismissed, and schools broken up, and general embarrassment produced. While such a state of things prevails it can not fail to operate disastrously upon educational matters for years, even though the ill feeling occasioned should chance to be honorably removed.

School officers should always be well posted in the *minutiae* of the law, and copies of the act have therefore been widely distributed by the authority of the State Superintendent. This should be preserved carefully, and its details carefully studied. Inhabitants of the several townships ought to be neither 'unlearned nor unstable' in these 'matters of the law.'

But it has been urged that another difficulty exists. The meaning of the statute is some times obscure and apt to be misunderstood by officers and others who have not passed through a sufficient course of legal study to enable them always to comprehend the technicalities and master the difficult questions which are ever arising. No matter how plain the act may seem, it always will have obscurities which some can not understand. Hence the wisdom of our Legislature has devolved it upon the Superintendent of Public Instruction to decide questions which may be raised as to the intention of the law when its meaning may seem doubtful to parties in controversy. The labor thus imposed upon this officer is therefore no small item, and, from the necessity of the case, must constantly increase; yet provision ought to be made to place the people, and particularly school officers, in possession of all important decisions made and the views taken by the superintendent upon all features of the statute about which a doubt may exist. An

educational journal devoted to the interests of the schools of the State would afford the proper medium of communication between that department and local officers, and exercise an incalculable influence in furthering the school interests of the State.

The Legislature, in view of these facts, would do honor to themselves and confer a substantial benefit upon the people of the State by investing the Superintendent with authority to subscribe for an adequate number of copies of the *Illinois Teacher* and cause them to be placed in the hands of every local board of school officers. In each monthly issue he could have a department exclusively devoted to his official communications, which would thus be circulated without difficulty and at a merely nominal expense; and not only would it enable him to publish his constructions of the school laws, but all notices and circulars which he might find it proper to address to those officers.

Other State Legislatures have found a similar course necessary, and have adopted it unhesitatingly and with the best results. In Pennsylvania a copy of the *Common School Journal* is furnished to the directors of every district. In Michigan their *Journal of Education* is similarly distributed. The *Wisconsin Journal of Education* is sent by authority of the Legislature to every township. In New York, when SAMUEL S. RANDALL, a man who in educational matters has no superior, was at the head of the school department, a copy of the *District School Journal*, conducted by him, was sent to every school-district in the State—some twelve thousand in all. Since that periodical gave way to the *New-York Teacher*, it has been usual to place a copy of that journal in the hands of the school commissioners and township officers only—a policy which, though fraught with invaluable advantages, is confessedly inferior to the former method of distribution. The trustees of the school-districts are the persons most likely to be embarrassed by complicated legal difficulties, and for their instruction and convenience the provision should be made.

It is therefore earnestly to be desired that our Legislature will copy the example of these States. A more popular step could hardly be taken. Its propriety commends it to the favorable regard of every intelligent mind. The amount of benefit conferred, the avoidance of litigation, the enhancing of the efficiency of the Department of Public Instruction, the vast total of educational information thus imparted, which would go infinitely far to increase the intelligence and add value to the services of local officers, the importance of giving a wide circulation to that periodical, eminently designed as it is to subserve the educational interests of Illinois, can not be computed. It would be a noble policy,

and one which the people of the State are well able to appreciate. We trust it will be adopted, and thus our school-officers furnished with a constant and regular official communication with the Superintendent, as well as with a fountain of literary and educational intelligence calculated to render them more capable in the discharge of their arduous and responsible duties.

In this question all our people have an interest, for it intimately concerns them and relates to a matter of vital importance. After doing so much to supply education to all the children of the State, and consenting to a taxation for the support of schools equal to that of any other State, it is a matter of critical importance that a policy should be adopted which should tend to render educational facilities more available and precious, and remove whatever impediments may exist to the efficient operation of our invaluable system of free schools.

CHRISTMAS HOLIDAYS.—There is a scheme on foot which promises any amount of profit and pleasure to all ‘weary and worn’ pedagogues from Dunleith to Cairo. It is a magnificent project—nothing less than a grand *reunion* at Chicago of the wit, wisdom and beauty of the ‘Garden of Creation’, Illinois. The men of letters, accomplished women, youthful vigor and gray hairs, are invited to this ‘feast of reason’, and, furthermore, they are going, *Deo volente*. In other words, dear reader, the Illinois State Teachers’ Association will hold its next annual meeting in Chicago, Tuesday, Wednesday and Thursday of Christmas week, closing on Thursday night, after an address from one of the wise ones, with a grand banquet, to be digested with toasts, sentiments, small talk, *et ceteros ceterasque*. We are authorized to say that the teachers of Chicago will take the cover off and show us that famous city, and that its hospitalities will be vouchsafed; for after this wise do they send greeting:

Come one, come all, and you shall be
Greeted and welcomed and entertained free.

A PROPHECY.—Being neither prophet nor son of a prophet, nor in any way gifted in divination, it may seem strange that we should play the oracle; nevertheless, we predict that those who meet with us at Chicago will return home with a firmer step, a lighter heart, and a wiser head.

THE ASSOCIATION.—It has grown to be an institution and one of the powers in the State. Teachers and all school officers may become members. County Commissioners will be cordially welcomed.

THE LIONS.—It is presumed that these individuals will attend the State Teachers' Association at Chicago next Christmas.

TEACHER, would you magnify your calling? Go to the State Association at Chicago Christmas week. Would you become acquainted with your brethren and the *elite* of the profession? Attend the Association. Would you visit Chicago at half-price? Go to the Teachers' Association.

RAILROADS.—Members of the Association will receive *return tickets* free over the various railroads leading from Chicago.

ADDRESS J. C. DORE.—That our friends in Chicago may know how many to provide for, teachers and friends of education expecting to attend the meeting of the Association (December 23, 24 and 25) are requested to address J. C. DORE, Esq., Chairman of the Committee of Arrangements, Chicago, Illinois.

WHO WILL BE THERE? The *live* teachers and commissioners of Illinois. Adjacent States will send delegates. McMANN, Editor of the *Wisconsin Journal of Education*, WILDER, late Editor of the *New-York Teacher*, STONE, Editor of the *Indiana Common-School Journal*, GREGORY, Editor of the *Michigan Journal of Education*, SMYTH, Editor of the *Ohio Journal of Education*, have been invited, together with Superintendents BARRY, LARRABEE and MAYHEW.

HOW MANY WILL BE THERE? "Go count the leaves of the forest."

THE BANNER.—The beautiful banner offered to the county which would furnish the most subscribers to the *Illinois Teacher* will be presented by the President to the successful county on the first day of the Institute.

WHAT WILL BE DONE? Professor F. D. HUNTINGTON, of Harvard University (Massachusetts), is expected to address the Association. Superintendent WELLS, of Chicago, will speak on the subject of Normal Schools. Professor SANDERS, of Jacksonville, will also pronounce an oration. Brief, compact reports will be made by the Board of Education. D. S. WENTWORTH, of Chicago, on School Government; J. L. HODGES, of Joliet, on Books and Libraries; W. H. HASKELL, of Canton, on the Duties of County Commissioners; THOMAS CONATTY, of Henry, on the Self-Reporting System; J. A. SEWELL, of Princeton,

on Gymnastic Exercises; D. WILKINS, of Bloomington, on Our Journal; JAMES LEATON, of Mount Vernon, on Prizes and Rewards, or, True Motives to Diligence in Study; C. B. SMITH, of Sterling, on Public and Private Schools Compared; IRA MOORE, of Chicago, on The Black-board in its Uses and Relations to Success; W. S. POST, of Jonesboro, on Who should be Teachers? C. NYE, of Peoria, on Tools and Instruments, or, The True Use of Text-Books; H. N. TWOMBLY, of Waukegan, on The Qualifications of Teachers required by the Statute: Are they too high? Should provision be made for exceptional cases in which all the branches are not required? H. O. WRIGHT, of Belvidere, on Competent Teachers, Adequate Salaries, or, as a general fact, Teachers get as much as their services are worth; N. BATEMAN, of Jacksonville, Is the fundamental principle of our School-Law, viz., a legislative *ad valorem* tax, just and right? Is it in harmony with the spirit of our constitution and government? Professor DAVIS, of Lebanon, on Public Examinations. Discussions on the subjects of the above reports. Miscellaneous Business, etc., etc.

TEACHERS' MEETING.—

The teachers and friends of education in the city of Chicago met on Saturday, November 22, in School-House No. 1, and organized by choosing Mr. M. B. GLEASON Chairman and Mr. T. W. BRUCE Secretary.

It was unanimously resolved that it is expedient to endeavor to make arrangements for the entertainment of the Illinois State Teachers' Association, which will meet in this city December 23, 24 and 25, free of charge.

Messrs. D. S. Wentworth, T. W. Bruce and C. A. Dupee were appointed a committee to secure a suitable Hall, as centrally located as possible, for the public exercises of the Association.

The following persons were appointed a Committee of Arrangements:

F. Mosely, L. Haven, G. W. Brewster, P. Carpenter, D. Melroy, G. M. Higginson, B. F. Adams, Rev. H. Curtis, Rev. J. E. Roy, Rev. W. W. King, Rev. R. H. Clarkson, Rev. P. Eddy, D.D., Rev. R. W. Patterson, Rev. D. Howard, Rev. R. R. Shippen, J. C. Dore, Wm. H. Wells, T. W. Bruce, T. B. Carter, A. J. Sawyer, H. O. Snow, J. B. Merwin, R. Gutham, Mrs. A. C. Whittier, Mrs. E. W. Marshall, L. Walker, P. Bass, Esq., Miss L. M. Read, Miss J. H. Perine, L. M. Keith, A. C. Wilder, A. D. Sturtevant, S. E. Tilberts, Miss M. Shields, and M. L. Barnes.

J. C. DORE was chosen Chairman of the Committee of Arrangements, and authorized to call meetings of the Committee. T. W. BRUCE, Secretary.

AS WE EXPECTED.—Our quondam collaborer R. H. ALLEN, Esq., who, a few months since, migrated and pitched his tent in Northfield, Minnesota Territory, is still practicing the art pedagogical. Northfield is but one year old, and yet it boasts of "quite a good school-house," and ALLEN has inaugurated therein a County Teachers' Institute. 'Things is moving.'

ALEXANDER WILDER.—This elongated specimen of the *genus editorial* has become associated with PETERS AND RANDALL in the *American Journal of Education and College Review*. He wields a ready pen, and, like a singed cat, is a mighty sight better than he looks. We wish him all the success he deserves, which certainly is sufficient to satisfy any reasonable man.

ELLEN B. SCRIPPS.—A few days since we were surprised into good humor by the receipt of the ensuing note from the accomplished Principal of Galesburg Academy :

November 14, 1856.

MR. C. E. MOVEY — *Dear Sir:* Inclosed find one dollar, for which send the *Illinois Teacher* for one year to Miss ELLEN B. SCRIPPS, Galesburg, Illinois—the same being a prize for the best analytical solution of a mathematical problem given to my most advanced class. I hope one thousand other teachers will follow my example.

Y^{rs}

GEO. CHURCHILL.

We should be glad to publish * of the thousand successful competitors. It would be interesting as a matter of reference.

D. H. WHEELER continues to remember the *Teacher*. Four dollars, with the names of four teachers, have just come to hand. The money is the fee paid by the four teachers for their certificates.

B. M. MUNN, Esquire, has been appointed Principal of the Public School in Charleston, Coles county. Salary \$1000.

INDUSTRY, McDonough County.

MR. EDITOR: Inclosed is one dollar for the *Illinois Teacher*. My post-office address is Industry, Illinois.

Yours truly,

JOSEPH L. PENNINGTON.

The above is from a little boy twelve years old. He says he will read the *Teacher* if he has to do it alone. All right, Master JOSEPH; you shall have the *Teacher*, and if we happen to get possession of a good story-book during the year, you shall have that too.

EDITORIAL CORRESPONDENCE.—

MR. EDITOR: Again I find myself far down in Egypt. Mount Vernon has been called the Athens of Southern Illinois. It has long been noted for its seminary of learning. This institution is at present so changed as to sail under the common-school banner. Professor James Leaton is Principal, assisted by an efficient corps of teachers. The school numbers about three hundred pupils. Some of the students are in the Senior Year in their studies, and the course of study adopted by the Trustees is almost as thorough as in any of our colleges. More teachers have gone out from this seminary than any other in the southern portion of our State. Here let me say a word about the want of teachers. One county commissioner

told me a few days ago that he wanted at least seventy to supply his county. Another said he needed fifty. It is so all through the South. They pay from thirty to fifty dollars per month, not including board. They are holding up their hands and raising the Macedonian cry, "Come and help us." Teachers of the North, shall this cry be in vain? You will find as warm hearts and as friendly hands in the South as are found any where. The Illinois Central Railroad now renders the whole South easy of access. They have the children to teach, the money to pay; Will you go? A few teachers, not many years ago, under the most unfavorable circumstances, penetrated this region, and have accomplished a glorious work. They now have their reward. But the bulk of the work is yet to be done. The field is great, but the tillers are few. Who will be first to offer their services?

VANDALIA.—Here I am in the old capital of the State. When a little boy, climbing around the foot of Mansfield Mountain (the highest peak of the Green Mountains), and wending my way to the block school-house there, I recollect that as I came out to recite in Geography, Kaskaskia and Vandalia were the only towns found upon the Map of Illinois. A few years — how changed the view! In 1800 the population of Illinois was 215; in 1830, 157,575. Twenty-six years only have passed, and we see a population of 1,500,000! Truly, "Westward the star of empire takes its flight." This town, owing to the removal of the capital to Springfield, for a number of years grew but little if any; but since the completion of the Central Railroad it has been growing constantly, and no doubt will, in time, be a big town. The citizens are just waking up in educational matters. A fine building is in process of erection. The old state-house is also used for school purposes. Our friend Mr. Jenkins, candidate for State Superintendent on the American ticket, is County Commissioner, and is laboring hard to raise the standard of education throughout Fayette county. Much, however, remains to be done. Messrs. Henry G. Hobick and John F. Mitchell are Directors, and seem to feel a deep interest in the schools of the town. There is now [Oct. 4] a vacation in the schools, so that I can not post you up in regard to them.

DECATUR.—Stepping into the cars, I soon found myself in the beautiful and prosperous city of Decatur. Messrs. Remsberg and Coleman are still at their posts. Their schools number about 250 each.

HUDSON.—I made a flying visit to this place, situated about eight miles north of Bloomington, on the Central Railroad. There are but few places in the State where the people take more interest in schools than here. Ample school-buildings have been erected, and the directors are determined to place within them competent teachers, cost what it may. I had the pleasure of making the acquaintance of Messrs. Henry Conklin, James H. Cox and Haven, members of the Board of Directors. They are the right class of men for the office.

QUINCY.—The fall term of the Quincy Schools has opened, and every thing is moving off prosperously. Three fine brick buildings have been erected, in which are held Union Schools. The names of the teachers have been previously given. The High School is kept under the direction of Mr. W. W. Richards and Miss E. J. Gunning. The English and German Male and Female Seminary, under the superintendence of President Jaquess, assisted by Professor Bowen and a corps of

able teachers, has just opened with 250 pupils. The teachers have organized a Teachers' Institute, which meets semi-monthly and promises much for the interests of education in this county. The teachers of the private schools and those of the public appear to be one in interest, and united as one in the great educational movements of the age. This is as it should be. Education knows no limit. President Jaquess and Professor Bowen are the right men to enter this field, and no doubt their labors will be highly appreciated.

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MENDOTA.—From Princeton I went to Mendota. Two buildings are being erected for Public Schools, and a large brick building, by the Rev. Mr. Henderson, for a Female Seminary. This new and flourishing town is commencing right by thus showing an interest in the proper culture of her youth. Such a course invites prosperity. Success looms up in the distance. It being vacation, I had not the privilege of visiting the schools.

ROCKFORD.—The Teachers of Winnebago convened here October 21st, for the purpose of holding a County Teachers' Institute. about 60 were in attendance. The exercises were conducted by our old friend Prof. Simeon Wright, and Mr. Huntington, the School Commissioner. It was a regular drill Institute and created a great interest in the teachers. Some of them remarked to me that it was the commencement of a new era in Winnebago County. On Friday evening they had a social party at Mr. H. G. Clark's, in which the chit-chat and nuts and candies were profusely 'discussed,' and, to vary the programme, a school-song was added to enrapture the scene. The teachers of Winnebago are a jolly class, and led on by their gallant leader, the County Commissioner, they will wage a warfare against ignorance that will tell in the future for virtue and intelligence. The schools of this city are progressing. They are as follows: East Rockford Public School, H. G. Clark, Principal, Mrs. Mary L. Clark and Miss Eliza S. Clark, Assistants. No. of pupils 280. West Rockford, A. W. Freeman, Principal, Misses E. L. Ingalls and J. E. Weed, Assistants. Number of pupils 180. *Private Schools.*—East Rockford, Miss Amelia Carter, 40 pupils. West Rockford, Miss Julia Arnold, 19 pupils; Miss Parker, 50 pupils. East Rockford, Miss Hurburt, 30 pupils; Rev. Mr. Brown, Classical School, 30 pupils; Prof. Burbance, Commercial Institute, 2 pupils; East Rockford Female Seminary, number of pupils 210. The two new buildings now in process of erection, will be completed in the Spring, at a cost of forty thousand dollars. Messrs. Freeman and Clark are doing a good work in these public schools. When the new buildings are finished Rockford will be second to no town or city in the State in common schools.

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CHICAGO.—The educators of this metropolis are awake in regard to the State Teachers' Association. All that can be done to make the session attractive and the members welcome, will be done. Our friend Wells, City Superintendent, although supplying by a crutch the office of a lower limb which has of late troubled him, is full of zeal for the cause. Dupee, Wentworth, Hewett, Bruce Sawyer, Hare and others, will welcome their brethren to Chicago with a greeting that will

do them good. A man after being with these gentlemen a few hours feels that there is an *educational West* peer to the East. Now, fellow Teachers, are you going to the Association at Chicago? You can go for half price, be entertained while there, listen to the first educators of our State and the Union, become acquainted with each other and assist in kindling a glow of enthusiasm for your calling. Teachers from the North, the distant South, the East and West, meet and take counsel together. Grave matters will be discussed; come and help decide them. Chicago High School, under the Principalship of Charles A. Dupoe, is now in full operation, and reflects the highest honor upon the city. D. W.

BOOKS AND PERIODICALS.

Cornell's High-School Geography. New York: D. Appleton and Company.

Did space allow, this work should have more than a passing notice; for assuredly it is the most complete treatise of its kind yet issued from the American press. It combines the excellences of the Primary and Intermediate, and is accompanied by a magnificent School Atlas, in which are outline maps and reference maps. This novel feature has great merit, and is to be found, we believe, only in this work.

Porter's Chemistry. New York: A. S. Barnes and Company.

This work is highly spoken of by our cotemporaries, some of whom profess to have given it a careful examination. It is the work of a ripe scholar, and, disencumbered as it is of tedious details useful only to the professional chemist, it is ushered into the arena with more than ordinary claims to favor.

The Teacher's Guide to Illustration: A Manual to accompany Holbrook's School Apparatus. By F. C. Brownell, Hartford, Connecticut.

We have had the pleasure of examining Holbrook's School Apparatus, and here is the key which explains its mysteries. The apparatus is good, the book is good, the plan on which both are constructed is good, and when properly used they will do good.

An Introduction to the Study of English Grammar. By Samuel S. Greene. Philadelphia: H. Cowperthwait and Company.

Before us lies a book with the foregoing cognomen, provoking, by its neat appearance, an examination; but an examination seems hardly necessary to those who know the author. The name of S. S. Greene is a pretty good guaranty of the character of any book on the subject of English Grammar. Of course it is thorough and logical.

N. W. T. ROOR has written a book on *School Amusements; or, How to make School Attractive and Interesting*. It is now running through the press of A. S. Barnes and Company.

Knoxiana.

Received, glanced at, approved, exchanged with, and laid aside. We look with interest for each issue of this, and of its sister, the *Oak Leaf*, both published by the students of Knox College.

Voice of Iowa.

The first number of another Journal of Education, yecept *Voice of Iowa*, the organ of the State Teachers' Association of Iowa, will be issued about the fifteenth of next month. J. L. ENOS, Esq., is Editor, and the publication will be issued at Cedar Rapids. Teachers, advertisers, and all concerned, will please make a note of the fact that Iowa has now, or will have in a few weeks, a Journal of Education. We speak for an early copy.

O B I T U A R Y .

DIED—In Hanover, N. H., August 14th, ELLEN E. DOW BLACKNER, aged 24 years and 5 months.

She was the daughter of Captain Ulysses Dow. The deceased was distinguished from early childhood for uncommon amiability of character, winning the esteem and affection of all who knew her. Her life was influenced by the purest moral sentiments, leading her to shun with the greatest disgust the least approximation to vice. She was fond of intellectual pursuits, and embraced every opportunity to discipline her mind and store it with knowledge. In music she was a very successful proficient, which, in connection with other branches, she taught in a very happy manner in some of our higher seminaries of learning. She possessed a heart of the purest and strongest feeling, eminently preparing her to adorn and bless social and domestic life. When very young she lost a fond and devoted mother, leaving her to cling to her surviving parent (who never married again) with the warmest affection, forming between them a friendship of the most exalted kind, and in her early fall causing the bitterest grief and a sad blight of all his hopes of the future. Toward her only brother she exercised a devoted sister's love. Some two years since she connected herself in marriage with Orlando C. Blackmer, a gentleman of education and high moral worth. The relation was eminently happy the little time they were permitted to enjoy it. The bliss was too pure for earth, and soon passed away. The same warm affection that adorned her as a sister and daughter prepared her to bless domestic life. She sunk of that fatal disease, consumption. But we have reason to rejoice in the thought that our loss is her eternal gain. Several years since she cherished the Christian hope, and connected herself with the Congregational Church, and was a humble, consistent Christian till death. She possessed a strong, well-balanced mind, a firm faith in her Redeemer, and calmly fell asleep in Jesus. Her friends in Rhode Island and Illinois, where she resided and taught, will deeply feel her loss. She leaves behind a little son a few months old. May it inherit its mother's virtues and long live to bless the world.

D. F. R.

ILLINOIS TEACHER.

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No. 11.

PUBLIC SCHOOLS OF PEORIA.

To the Board of School Inspectors of the City of Peoria :—

GENTLEMEN: In this, the First Annual Report of the Superintendent, I have aimed to sketch briefly the leading features of our present system of schools, and to give such information on the subject and make such suggestions as seemed most desirable. By reference to your report of last year, it will be seen that you promised to establish a system of *graded* schools. How you have redeemed that pledge yourselves can tell. But what is a 'system of *graded* schools'? how does it differ from the system existing here before, and in what consists its excellence?

Under the old system pupils of all ages and acquirements assembled in the same room and were taught by the same teacher. It mattered not whether the teacher was adapted to the young or the old, he must attempt to teach both. It mattered not whether he needed half an hour or an hour to a class, he could have but a few minutes. What marvel, then, that he failed, and that he could not rally interest enough around his school and in the community to furnish suitable rooms for the school to be kept in! The evil was in the system. It exacted more of one instructor than he could do and do well; for no man, be he half an angel, can take a school made up of pupils from infancy to maturity, from the alphabet to algebra, and do it justice. It is as absurd as it would be for one man in one room, at one time, to attempt to carry on every branch of trade—to be a dry-goods merchant, a grocer, a banker, a tailor, a hardware dealer, a druggist, a book-vender, *et id omne genus*.

Under the new system pupils of like acquirements are placed together. There is a PRIMARY SCHOOL for beginners, a GRAMMAR SCHOOL for those farther advanced, and a HIGH SCHOOL for those farthest advanced.

The advantages of this system over the former, the *graded* over the *promiscuous*, are

First, its economy. More pupils can be well taught for the same money.

Second, its adaptation to secure thoroughness. Experience elsewhere, and even here, has demonstrated this proposition.

Third, its stimulus to effort. The child in the Primary School sees above him the Grammar School, whose door will open and admit him as soon as he is qualified to enter. He is ambitious to be qualified, and hence is studious. Once in the Grammar School, still other summits loom up. The High School is in the distance. To that he is entitled to admission when he can pass the requisite examination. Thus a constant stimulus is offered to diligence and merit. Under this comprehensive and harmonious system of graded schools, all the youth of our city may secure a finished practical education, and may become fit for the college or the university. Nor are the excellencies of these schools unappreciated by the citizens, if we judge by the constantly increasing numbers who seek admittance to them. One year ago and the pupils, all told, numbered three hundred and seven; since then the number has swelled to nearly one thousand, and still they come. Every school-room under your charge, except one, is filled with more pupils than there are desks, and numbers are seated on benches at the sides of the rooms. Yet, notwithstanding this crowded state of the schools, none have been turned away who sought admittance.

ATTENDANCE.

Constant and punctual attendance at school is a matter of such vital consequence that I can not pass it without at least a word. The majority of the pupils in the schools are punctual; about one-third occasionally absent or tardy, and the remainder quite irregular in their attendance. On examining into the matter, I find that the truants, in a large number of cases, are enticed away by boys who hang around the school-yards before school and at recess, for the purpose of play, but do not belong to the schools; in other cases, by members of the school, but members whose absences are so numerous that they might as well for themselves not be members, and for the schools a great deal better. Should there not be a limit beyond which a scholar can not be absent and yet retain his place in school?

At the commencement of the present term, for the purpose of creating a school pride on the subject of punctuality and neatness, I offered a beautiful silk banner to that school which, for the coming school year, should show the highest per centage of attendance, and the greatest neatness in the persons of its scholars, and in its school-room. Very marked improvement has resulted, especially in the matter of neatness; and were it not for the influence of the class of boys alluded to, I think all unnecessary absence and tardiness would cease. It can not have escaped the notice of any observing man, that there is a class of boys idle in their habits, profane in conversation, vulgar in manners, who congregate on the corners of our streets, and from whose remarks, or jests, or insults, not even women are exempt. By these the school children are some times attacked, at others lured away and belated, or

perhaps induced not to go to school at all. Is any body at fault for this state of things? Is there a remedy?

CLASSIFICATION.

On this subject my predecessor took a long step in the right direction, by recommending a uniform series of text-books. The propriety of this measure is already apparent, but will be seen more clearly in the future. It will doubtless be a welcome item of intelligence to parents to know that hereafter they will not be subject to the trouble and expense of a frequent change of school-books, or, indeed, any change at all for a long time to come. Citizens can now move from one part of the city to another, and find the schools their children enter precisely the same as to books and classes as the schools they left. But although the pupils use the same books, and although there is little difference in the ages of those in the same room, still considerable diversity of acquirements exists, and a larger number of classes than is desirable seems necessary. This evil will be gradually removed by the operation of the system itself. The pupils now in the schools, owing to previous training, present some curious anomalies. Some are tolerably well versed in Algebra who have scarcely made the acquaintance of Arithmetic at all—would be greatly puzzled to add together three or four fractions; others have studied Philosophy, Rhetoric and Logic, but could not tell me where Russia is or its capital; while still others have been properly taught the Elementary branches—Reading, Writing, Spelling, Arithmetic, Grammar and Geography. It can easily be seen that there are obstacles in the way of a satisfactory classification; nevertheless, some progress has been made. The first step was to exclude all but the Elementary branches from the Primary and Grammar schools. This at once relieved the teachers in the schools of several one, two and three-scholar classes, which were consuming time that belonged to the school at large, or the larger classes. It also assisted in removing the false impression that a student's knowledge is measured by the number of studies pursued, or the number of books 'gone over', or, most absurd of all, by the fact of his pursuing some of the so-called *higher* branches. They soon learned that they were to be measured by what they knew, not by what they had 'gone over', and of consequence, these same students who were so anxious to pursue higher branches are now as anxious to master the Elementary branches. I have observed no more encouraging feature than this. It has been brought about largely by the teachers themselves, and to them belongs the honor. There is much still to be done, and with a view of securing system and efficiency in doing it, I propose the following course of study for the different grades of schools—a course in many respects similar to that adopted in other cities.

PRIMARY SCHOOLS.

FIRST CLASS.—*Studies*—The Alphabet, Spelling and Reading from cards and the Primer; oral instruction in the elements of Arith-

metic; slate and black-board exercises in making figures, letters and linear drawing; Singing.

SECOND CLASS.—Reading and Spelling from First Reader; Roman and Arabic methods of Notation; Numeration; slate and black-board exercises continued; mental and written Arithmetic in addition, by dictation; simple definitions by sensible objects; instruction on the outline maps begun; Singing.

THIRD CLASS.—Webster's Elementary; spell and read from Second Reader; definitions continued, orally; mental and written Arithmetic as before, including the multiplication table; slate exercises; instruction on the maps continued; Primary Geography; Singing.

FOURTH CLASS.—Webster's Elementary; spell, read and define from the Second Reader; Newman's mental Arithmetic completed; written Arithmetic through multiplication by dictation; Primary Geography completed; slate and black-board exercises in writing letters and words and drawing; instruction on the outline maps continued; Singing.

General exercises and instruction in common things throughout the course.

GRAMMAR SCHOOL.

FIRST CLASS.—Speller; spell, read and define from Third Reader; Colburn's Arithmetic commenced; written Arithmetic through to reduction, with a review of the ground passed over before; map exercises continued; Intermediate Geography begun; writing; Singing.

SECOND CLASS.—Swan's Speller; spell, read and define from Third Reader; mental Arithmetic completed; written Arithmetic to fractions; Geography and outline maps continued; writing; Singing.

THIRD CLASS.—Swan's Speller; spell, read and define from Fourth Reader; Arithmetic through common fractions; Intermediate Geography and outline maps completed; writing; Singing.

FOURTH CLASS.—Spelling in connection with Etymology; read and define from Fourth Reader; Arithmetic through discount, with a review of the course already passed over; History of United States; Elements of English Grammar; writing; singing; compositions and declamations on alternate weeks.

THE HIGH SCHOOL.

FIRST CLASS.—Spelling in connection with Etymology; read and define from the Fifth Reader; Arithmetic completed and reviewed; English Grammar.

SECOND CLASS.—Mathematical and Physical Geography; Latin begun; Algebra; book-keeping; spelling weekly.

THIRD CLASS.—Geometry and Trigonometry; Latin continued; Natural Philosophy; drawing; spelling weekly.

FOURTH CLASS.—Chemistry; Latin continued; Rhetoric and Logic; mental and moral Philosophy; reading and elocution; spelling weekly.

Compositions and declamations on each alternate week.

A weekly or semi-weekly exercise in Cowdery's Moral Lessons in all of the schools, together with such instruction in Physiology and the laws of health as shall be deemed necessary.

Students who shall successfully pass an examination in the studies of the foregoing course to be entitled to a Diploma and the honors of graduation. In case a sufficient number of students, in the opinion of the Board of Inspectors, to justify forming a class shall wish to fit for College, Greek may be substituted for those branches in the course which are pursued in College.

By glancing over this course of study, it will be seen that language and mathematics lie at the foundation, that nearly two-thirds of the entire time is devoted to them. There are many reasons for this; such as their peculiar fitness for mental discipline, their utility, etc. People must talk, and must reckon; but to talk well, and reckon well, is the highest triumph of human intellect, and implies a careful mental discipline. In passing this subject, let me say that the success of this, or any other course of study, will depend upon a rigid adherence to it. Pupils must not be allowed to jump the classes, to leave unlearned the elements, but must commence at the beginning, and proceed step by step, class by class, to the ending.

TEACHERS.

Whatever may be our system, and however complete the classification, without the living, acting, working, appreciating and appreciated teacher, we shall fail. It is not enough to furnish the room, the child to be taught, and the money to pay the teacher. The teacher must himself be found, sympathized with, visited, assisted, supported. His is a difficult task, but may be made much less so by the intelligent coöperation of parents. I grant that the man or the woman whom you should select to mould the characters of your children should be the noblest of the race; but were it so, they would still need the assistance of parents and the community. I am quite willing to admit that a person should be gifted by nature and cultivation to be a successful teacher. I will venture a little further: he should be *peculiarly* gifted—should have a controlling moral power, a sagacity which approaches intuition, together with tireless earnestness, large observation, much reflection, and some experience. The young teacher can not have the latter to begin with, of course, but may and ought to have the preceding, else by an injudicious threat, or an inconsiderate rule, whose effects were not foreseen, he may deprive himself of freedom of action, and be driven to measures unwise if not absolutely wrong. I say, then, much reflection is necessary, but observation is equally valuable. That teacher will be most likely to succeed who has been educated in a well-conducted school, or has taken occasion frequently to visit such a school. I may as well add that the person who wishes to be, in the best sense of the term, successful as a teacher should make teaching a permanent business, and not a stair-way to something else. Of the teachers now in the employ of the Board, I can say generally that they are doing well. It is not to be denied that there are in the schools several first-class teachers. They are tried and known. There are others more recently employed who are meeting with great success. The city Teachers' Institute meets every alternate Saturday morning, at the High-School

building, for the purposes of instruction and consultation. The exercises consist of essays and discussions on school government, and what are called 'teaching exercises'. A new feature has recently been introduced which promises to be of great utility. Each teacher, in turn, will present a class of his or her pupils, and hear it recite in presence of the Institute. The various methods of teaching will, by this means, be brought before the Institute, when defects may be suggested and excellencies exhibited. It will also, it is thought, tend to promote a praiseworthy emulation on the part of both teachers and pupils.

Ensuing is a list of the teachers for the present term, together with the aggregate number of scholars attending each school.

High School.—Number of Students, Eighty. Teachers—CHAS. E. HOVEY, Principal; Sarah J. Matthews, Gena L. Harrington.

District No. 1.—Number of Scholars, two hundred and forty. Teachers—Grammar Department, CHAS. H. DOTY, Principal, Virginia Ballance; Primary Department, Mrs. Mary Bibb, Mrs. Grace Woods, Melinda J. Butler, — Stevenson.

District No. 2.—Number of Scholars, one hundred and sixty-eight. Teachers—Grammar Department, CHAUNCEY NYE, Principal, Sherrie Reynolds; Primary Department, Anna E. Kilburn, Mrs. A. Tilton.

District No. 3.—Number of Scholars, one hundred and seventy. Teachers—Grammar Department, Annie Wentworth, Lizzie Adams; Primary Department, Sarah Smith, Romancy Rozell.

District No. 4.—Number of Scholars, one hundred and sixty-eight. Teachers—Grammar Department, H. A. CALKINS, Principal, Emma L. Rice; Primary Department, Mary Wyman, — Dickey.

District No. 5.—Number of Scholars, fifty-eight. E. HINMAN, Principal

District No. 6.—Number of Scholars, forty-two. — ROBERTS, Principal.

E. A. VANMETER, Teacher of Vocal Music.

Respectfully submitted.

C. E. HOVEY, Superintendent.

THE FOUR WAYS OF TEACHING TO READ.

BY THOMAS HILL.

[An Address delivered before the Ohio Teachers' Association, July 3, 1856.]

EARLY IMPRESSIONS.—It is said that a certain self-taught gardener's boy, when praised for his acquirements, said that he did not see any thing to hinder a boy, who had been taught his alphabet, from learning any thing else which he desired.

Such, doubtless, is the true idea of an alphabet; but whether it is a true picture of our English alphabet and literature is quite another question. I think it is impossible that Edmond Stone's self-formation and self-education began so far back in his career. He must have had help from others in many of the steps subsequent to learning his letters, at least if they were taught in the usual way. Between the A B C of the horn-book and the X Y Z of Newton's Principia were many chasms that are impassable to a majority of mortals. When a boy has been taught his alphabet in the ordinary way, so far from having taken one step toward learning to read and write his mother-tongue, he has taken one of the most ingenious and effectual modes to render those acquisitions more difficult.

As this statement may appear strange to some teachers present, and as it is a statement of fundamental importance, I will repeat it in a different form. I say, then, that when you have taken the pains to teach a child his letters in the ordinary way, so far from having helped him in learning to read, you have put a formidable obstacle in the way of his learning to read.

Let not the teachers of our High Schools, Academies and Colleges, imagine that in inviting their attention to a discussion of the best mode to teach a child to read I am bringing before them a trivial theme. The instinctive judgment of all ages has pronounced letters and literature to be one. And it is only in our English tongue that it is not practically true that knowledge of letters is a key to all knowledge. Nor do the defects of our orthography render learning to read an unimportant thing in English. Nay, since learning to read and write English well is one of the most difficult of all human attainments, it is the more necessary that its labor be lightened by whatever means an enlightened and scientific examination of the subject can devise.

A professor of history, in conversation with me upon this subject, remarked that he thought it a very unimportant matter. What difference does it make, said he, how the school-hours of a baby are employed?—he may as well be three years in learning to read as three months. But was he right? Does it not make a vast difference what the earliest impressions on a child's mind are? If my mental life to-day depends on my degree of culture and consequent capacity for thought and feeling, or if my condition to-morrow depends on the fidelity of my studies to-day, then must every day of my life have been in like manner bound with what went before, and with what came after; and no day has been unimportant, even back to the day of my birth. A child's education begins at the moment that its life begins; an education embracing its whole nature, physical, intellectual, moral, and religious. Each hour of that education prepares for the lessons of the next hour, and there is no definite point at which we can say the lessons first begin to assume importance. Indeed, there is one view in which the earliest years of a child's life are the most important.

The health of the body during the whole life is some times affected by the diet and air of an infant during the first two years of its existence. During these same two years it learns to talk, and that implies

that it must also have learned to think. Who can tell whether the infantile habits of thought may not be as lasting in their effects upon the mental constitution as the infantile habits of diet, air and exercise are upon the physical?

And if the child at its first entrance into the reality of literature finds a thorny path; if learning to read is made an unnecessarily hard and repulsive task, who can tell how permanent a distaste for literature may be created in the child's mind—how much labor may be added to every effort of that pupil to learn from the printed page?

So thoroughly am I persuaded of the vast importance of a right beginning in education, that I have frequently urged the school-committee of which I am a member to select the highest grade of teachers for the sub-primary schools, and pay them higher wages than are paid to the teachers of the primary. I would, therefore, invite you to consider with me the relative value of four different methods of teaching a child to read—the only four distinct methods with which I am acquainted. The first is the ordinary A B C method; the second is what is known in this country as Mrs. Horace Mann's mode; the third is what I will call W. D. Swan's method; and the fourth is the Phonetic mode.

THE A B C METHOD.—By the A B C method we begin by teaching the child the names of the letters A, B, C, etc.; then columns of spelling—b-a ba, c-a ka, e-e se, etc.; and finally sentences, such as, Do not go, etc. By this process the labor of learning to read is enormous, and the wonder is that children learn to read as well as they do, for the names of the letters are so unlike their usual powers as to give very slight assistance in learning those powers. A has six or seven sounds, and some of them are used much more frequently than the one which is selected as its name; so that the knowledge of the name is, on the whole, a hindrance to learning its usual sounds. B and the other consonants are named by joining a vowel sound to them, so that the child has to infer by its own induction what the consonant sound is. C and G would lead the child to a false idea of their powers, as they have the hard sound more frequently than the soft sound heard in their names, the knowledge of which is, therefore, a hindrance rather than a help.

And then, when the child passes out of his a-b abs, he finds in almost every word some new difficulty. All the written vowels have various sounds, and there are various ways of writing all the vowel sounds. Frequently the letters are silent, expressing no sound whatever. Some times a combination of letters represents a new sound, distinct from either of those represented by the single letters; at other times the combination is equivalent to one of its components. In short, the spelling and pronunciation of the language are so capricious and irregular that they never are and never can be perfectly learned, even by the most intelligent and best educated native child. He learns the most common words; if he has a good geometrical eye to remember the form and appearance of words, he learns many of the rarer words. But the profoundest linguist can not tell how to pronounce an English word which he has never chanced to hear, nor how to write one

which he has never chanced to see. In fact, our language is only partly alphabetic; it is partly, in its written form, a series of signs for words, and the child must become familiar with the appearance of the *words* as well as of the letters, before he can read it. In teaching him the A B C, and in impressing it upon his mind that these letters spell the words of the language, you teach him falsehood, and give him but little aid in detecting the deceit. The letters *do not* spell the words, and, therefore, the knowledge of the letters does not aid him in reading the words—they *do* spell something else, and therefore, the knowledge of them is an actual hindrance to his learning to read, and still greater hindrance to his learning to write. Indeed, it may be readily proved, by the examination of an illiterate person's writing, that the cause of his bad spelling is, that he has been taught to spell in the usual way. Reading and writing, in fact, come better by nature than by the ordinary process of teaching. To tell a child that d-o spells doo instead of dough, c-u-p kup instead of soop, e-y-e I instead of Hawaii, can only serve to confuse its ear and prevent it from analyzing sounds correctly. To teach it that b-a spells bay, e-a kay, etc., as though that were the way to spell English words, is a direct teaching of false orthography, and you must not be surprised if your pupil writes n-a-b-e-r for neighbor, and t-a-l-e-r for tailor. In short, the only reason why a man should teach a child by the A B C method, would be his ignorance of the three better ways of which I shall now proceed to speak.

THE WORD METHOD.—The mode which has been called, in this country, the Mrs. Horace Mann method, is that of the old Irish song:

“To give me good learning my parents agreed,
And before I could spell they taught me to read.”

Written to be an Irish bull, it contains, nevertheless, the germ of a very good method of teaching our English language. The child is taught to recognize *words* at sight, without knowing the names of the letters. The most frequently occurring words are taught to him first, and by the time that he can recognize one hundred of the principal words of the language, (which does not take him much longer than it would to learn the alphabet,) he can read simple child's language with tolerable facility.

The names of the letters are now taught him, and he learns to spell. The great advantage of this way over the ordinary method is, that it puts the child at once in possession of valuable knowledge. All that is taught in this way is real and valuable acquisition; nothing, as in the ordinary way, is given the child to-day to be unlearned to-morrow. It is a very much more rapid mode of learning to read than the common way, and is much more generally pleasing to the child. It does not repel the child from literature.

But it fails, even more decidedly than the ordinary method, in the cultivation of the ear, and in enabling the pupil to go on alone. For a long while, the pupil taught by this method is puzzled by the appearance of a new word. His knowledge of similar combinations in

what he had previously read is not called into play, because he has been accustomed to learn each word from the teacher's lips. While, then, this look-and-say method is preferable to the common mode of learning to read, it is not perfectly satisfactory. A better method can surely be devised.

CLASSIFICATION METHOD.—A method better in many respects is that which I became acquainted with in a little book by W. D. Swan,—a primer in which the words are so arranged that the irregularities are brought in gradually. At first only the regular sounds of the single consonants, and the short sounds of the vowels, (except *y*,) are employed. As for instance, in such sentences as, "*My cat can lap up milk*," the child is not taught the *names* of the letters, but only their *powers*. He learns at first that the mark "m" stands for the humming sound *m*,—the mark "y" for the sound *I*; then that the printing of the two close together signifies that there must be no pause between them, so that *m-y* must be read *my*. In like manner he learns to call "c" *k*, "a" *a*, "t" *t*, and these put together without an intervening space, must be sounded together, making the word *cat*.

In this way he learns readily and rapidly to read all words in which "c" and "g" have their hard sounds, the vowels their short sounds, and in which no compound consonants nor silent letters occur. Besides the advantage of a rapid acquisition of the power to read, the child learns to read correctly, acquires a good and correct enunciation, and, moreover, has his attention so carefully directed to the letters that compose each word, that he learns to spell well, and is thus able to write as well as read.

I therefore consider this mode, by W. D. Swan's primers, better than either of the other two which I have mentioned. Nevertheless, the method has great deficiencies. It requires a curious selection of words for the first pages of the primer, thus leading to awkward sentences; it gives the pupil a false idea that our common print is truly alphabetic; and it thus leads, in some measure, to the same kind of false spelling that is produced by the ordinary A B C mode. Besides this, it is discouraging to the child to learn, continually, new powers for the old letters; as, for instance, that "c" is not only *k*, as in *cat*, but *s*, as in *city*, *sh*, as in *vicious*, silent as in *virtuals*, compounded, as in *cheat*; but not uniform in the sound of its compounds, as is shown in *machine* and *machination*;—and to learn, continually, new forms of expressing old sounds, as for instance, "a" is represented by *a*, *ai*, *ay*, *ae*, *ea*, *ei*, *ey*, *eig*, *eigh*, *eagh*, and a great variety of other combinations.

The attempt to teach our language as a truly alphabetic one must be a partial failure—whether we take one method or another. Such words as *though*, *although*, *rough*, *cough*, *virtuals*, *through*, *eight*, *freight*, and hundreds like them, must be learned as words; it is perfect absurdity to attempt to reduce them to rules of orthography.

But if any teacher is unwilling to take so bold a step as to introduce phonetic type into his school—if he *will* adhere to the twenty-six letters in our ordinary alphabet, let him at least adopt this last-mentioned

method, which is as truthful as the falsehood of the subject will admit; and which has the merit of being a truly correct one for training the ear and voice to accuracy of articulation. Let no teacher whose attention has ever been for a moment turned to the subject be again guilty of the barbarity of teaching a child the *names* of the letters before he is familiar with their *powers*.

There are those who attempt to combine the three methods already discussed into one, so as to gain the advantages of each, and avoid the disadvantages. I need, however, spend no time in remarks upon these eclectic works (such for instance as Mandeville's or Epes Sargent's primers,) because it is evident from what I have already said, that they can not be materially better than either of their constituent modes. These two methods of Mrs. Horace Mann, and W. D. Swan, may be combined to very good effect, but in the combination each loses some of its characteristic power, as well as some of its peculiar defects, so that the combination remains, in mathematical language, of the same order of excellence that each method alone was.

THE PHONETIC METHOD.—But for my part I have been now for five years a constant witness to the practical operations of a mode which is of a higher order of excellence. In this mode primers and readers are employed, printed with an enlarged alphabet, containing from forty to forty-three letters, instead of our usual twenty-six. By this means a letter can be appropriated to each simple sound in the language; or if more than forty letters are employed, to each principal diphthong also; and each sound can be invariably represented by that one letter. These letters are taught not by name but by their powers, and the consequence is, that the moment the child has learned the phonetic alphabet he can read for himself any thing printed in phonetic type. The labor of learning to read phonotypy is absolutely nothing to an intelligent child who has been properly taught the phonetic alphabet. It is not repulsive, but exceedingly attractive. As chairman of our School Committee I have been obliged to hear the complaints brought against us for introducing phonetic print into the Waltham Schools, and most of those complaints have really amounted to praise of the system. "What shall I do, Mr. Hill, with my boy?"—said an intelligent Irishman to me one day,—“before Phonetic print was introduced into the School I could take some comfort in teaching him to spell, see, o, double-you, cow, and such simple words, but now he won't listen to it; he is crazy to be at his Phonetic spelling, making such nonsencical work of it saying k, s, cow, f, æ, shoe. Every thing he sees he spells the name of it in the same nonsencical way, and is never tired of doing it; but real sensible spelling I can not teach him any longer,—I wish you would forbid the teacher to use Phonetic print.”

I bade the man wait and hope; assuring him his boy was doing well; and a year or two afterward, inquiring of him how his son prospered in his schooling, “Excellently,” said he, “excellently, he can read and spell any thing in the world now.”

Phonotypy is attractive and interesting to the majority of children,

and they learn to read it without any compulsion. It furnishes also the means for a very perfect drill in articulation. The whole course of reading is a drill in pronunciation and enunciation; in other systems teachers *can* drill the pupil, but in this system neither teacher nor pupil can avoid the drill. Each word being spelled precisely as it is to be pronounced, nothing but the grossest neglect on the teacher's part can allow any faulty pronunciation to go uncorrected. Nothing can so surely take the foreign accent out of the speech of the children.

It is of course essential to the success of the Phonetic instruction that the children should not, while learning to read, be taught the common names of the letters. They must not learn that *b* is called bee as well as *b*, much less that *g* is jee as well as *g*. Thence arises the most serious practical difficulty in the use of Phonotypy in Public Schools; the parents, like my Irish friend, endeavor to teach the children at home what they call sensible spelling, and the effect of this is to confuse the children between two conflicting views. The child ought to be confined strictly to Phonetic print until it becomes familiar to him, and he reads it with perfect fluency, before he is allowed to know any thing concerning common print.

If this is done, the labor of teaching common print and common spelling is reduced to its minimum. A child who can read Phonetic print fluently can read common print at sight, though at first with some difficulty. A few hours, however, will make it easy; simply because the two prints resemble each other. It is precisely as a person who reads common print well can in one hour learn to read phonotypy with ease; or in one hour learn to read Sir John Maundeville's travels, in the spelling of the fourteenth century. I repeat it, a child who reads phonetic print well can in a few hours learn, even without instruction, to read common print. The transition can be made at any time by simply giving the phonetic scholar an interesting story, such as one of the Rollo books, printed in common type.

Spelling will then come by nature. The child will understand that in Phonotypy, alone, must he expect any fixed connection between spelling and sound. And the very oddity of common spelling, to which his phonetic drilling will forcibly call his attention, will make him remember the spelling. A child taught by phonetic print first, invariably makes a better speller than one taught in ordinary modes.

When the child has passed from the Phonotypy into common type, he may possibly lose the power to read phonetic print *fluently*; but he retains the ability to read it without difficulty; and he thus is provided with an excellent means of noting down pronunciations of geographical or scientific names; and is able to refer with ease to the Phonetic Dictionary, for the pronunciation of new or doubtful words.

I repeat, then, my assertion, founded upon five years' constant usage of the phonetic mode of teaching, both in my private experiments, and in the Public Schools of Waltham, that it is vastly superior to the ordinary or A B C mode of teaching children to read.

THE SPELLING REFORM.—I stand here, ladies and gentlemen, in a pe-

cular position, the representative of a minority among you, appealing to the majority. The minority, *for* whom I speak, will, I am afraid, think that I have not yet gone far enough. The majority, to whom I speak, will, I am afraid, think I go too far. I, of course, think that I go just to the right point.

I have discussed the problem of teaching a child to read the English tongue as printed in ordinary type, because I knew that that problem is one of the most interesting and one of the most important that can be brought before an association of teachers; and because I believed that, if I could induce any among you to teach by means of phonetic books, I should add greatly to your pleasure and usefulness, to the pleasure and advancement of your pupils.

But I have not advocated what is called the Spelling Reform, because I have thought that that movement is something foreign to your object as an association of teachers, and also, because I am not sure that I care to advocate it any where, at any time. I doubt whether we are good judges of the nature of a change in the dress of our literature. If we can raise a generation of men who have used phonotypy in their school studies, they may be qualified to judge of the desirableness of having all our literature thus printed, and I am perfectly willing to leave that question to their decision.

It is true that every argument brought against the change seems to my judgment weak, and many of the arguments brought forward in favor of the change seem to me very strong, but with the caution that belongs to a mathematician, I am afraid that I do not see the whole of the subject clearly enough to decide intelligently upon it. I am a conservative by birth, by education and conviction. Hold fast to that which is good, is my motto, whether in politics, or religion, or education; and I am never ready for any new thing until I am sure it is not going to destroy what is valuable in the old. We are in as much danger in our country of 'running off the track,' as we are of being 'behind time.' I am afraid of your 'reformatory and progressive' man; he will introduce reforms and foster movements that will simply *reform* our evils into new and more fearful shapes, and *move* us to repent of our indiscretions. Search the records of all ancient delusions and follies, and you will scarce find one that is not even now before our American public under the title of one of the progressive movements of the age. When, therefore, I see a new invention or discovery announced, my first feeling is a suspicion that it is some species of deception; some plan for 'gaining the wind.' When I hear of a new ism or reform on foot, I at first suspect it of being some old folly newly dressed in the costumes of our century. And I can not blame any other man if he thinks and feels as I do. I presume that this conservative feeling weighs against Phonotypy. Announced as a Spelling Reform, it at once repels from it all those who, like myself, hold self-styled reformatory and progressive spirits in a sort of abhorrence.

PHONOTYPY AS A READING REFORM.—But shall we reject Phonotypy as a means of education because we are not ready to accept it as a

Spelling Reform? This would be like rejecting locomotives for journeymen, because we doubt whether they will supersede wagons in the streets of our cities. Phonotypy as a means of education has been thoroughly tested and approved by some of the most judicious and conservative men of England and New England. I am ready to maintain its value as a means of education on every ground, in every view of the question. I would have every book which a child reads until the age of eight or nine years printed in Phonotypy; and I should have no hesitation in postponing the question of its extension into the walks of general literature for the consideration of a generation educated by its aid. Did I myself feel confident that this extension was desirable, I would as a matter of policy press the other question first, for if the phonetic print approves itself to those who use it, the adoption in all our schools would, in a few years, be followed by its general adoption in periodicals and books. But if, on the other hand, there are serious objections to its use, none will be better able to see the objections than those who have learned to use it. I hold it, therefore, to be perfectly safe, even if we are opposed to the introduction of Phonotypy into general use, to permit its use in the schools; and I know, that a thorough trial in school will prove it to be the best means ever devised for teaching children to read and spell our English tongue.

I might bring forward abundant testimony to sustain this position, testimony from various committees of investigation consisting of the most cool and impartial men, who have patiently examined the practical working of Phonotypy in the Schools of New and Old England. No committee has ever investigated the matter and reported against the method.

But I refrain from the citation of testimony in order to speak of some of the other advantages that may be gained from adopting the phonetic type in the printing of school-books.

I have spoken of the great ease of teaching a child in this manner, and of the beneficial effect upon pronunciation, in preventing or curing provincialisms, foreign accent, and even impediments of speech. In addition to this, it is a natural continuation of that education of the ear which is begun when the child is learning to talk, but which is so commonly wholly rejected afterwards. Every intelligent teacher is aware that the senses should be first cultivated, or rather the powers of perception, in earliest years. Phonotypy furnishes a valuable aid for promoting this work.

Nor is the moral effect to be despised. By making study attractive, and presenting the language in its true garb, instead of under the false pretense of spelling while it does not spell, it gives an intellectual activity, honesty and industry, that are likely to affect favorably the child's whole course of life.

Among the vast multitudes of our foreign population, there are many who use our language, but who can neither read nor write. Nothing but phonetic type offers any practicable way by which this class of our citizens can be taught to read and write, and be thus brought under American influence.

Still larger numbers do not use the English language at all—Germans, Hungarians, Norwegians, French, Spaniards, and Chinese; and the labor of learning English from common type is so incredibly great, that the majority of these people will remain here a life-time without understanding the language in which all our American ideas and laws are clothed. It may be said that German and French newspapers supply them with political information, but American political ideas can not be perfectly translated into foreign tongues; and the foreign population of our country is simply a make-weight for any political party that is cunning enough and unprincipled enough to use it. By the use of phonetic type in the schools where the children of these people are educated, we could in a very few years lead the children to teach the parents, at least, to read the English language. It would be a valuable work if a text-book were prepared for the express purpose of teaching adult Germans to read English in phonetic type.

PHONOGRAPHY IN THE PUBLIC SCHOOLS.—Another advantage in the introduction of phonetic type among young children is, that it prepares them by the analysis of words for the more ready acquisition of the phonetic short-hand, which, under the name of Phonography, is destined to become as invariable a branch of public education as arithmetic now is. Phonography is too valuable to be withheld from the common people. More rapid than other short-hands, it is also more legible than common long-hand, and this combination of brevity with legibility renders it adapted to all the purposes of writing. The first edition of Pitman's Manual of Phonography was, by a happy coincidence, published on the very day that the Penny Post went into operation; fit companions for each other, since one enables the busy working man to write letters, and the other permits him to mail them at an expense within his means. Whatever promotes social correspondence, and thus binds the various sections of the country together in more friendly relations, diminishes the chances of internal dissensions, and renders our political horizon brighter. As a lover of my country, therefore, as well as from more general views, I should promote the study of Phonography among the youth of our country. In our High and Grammar Schools at Waltham we have been teaching it to all the pupils for two years past, and many of them are now able to write with three times the rapidity of the most expert of ordinary penmen, and are constantly gaining in rapidity. Practically, we find that those who have been accustomed to analyze words from phonetic print find the least difficulty in mastering this beautiful art of Phonography; and I set so high a value on this art that this becomes to me a strong reason for continuing the use of phototypic printing in the primary schools.

I have, fellow teachers, thus discussed with you the question of the best mode of teaching children to read. I hope that my remarks have been modest and reasonable, but I know they are without misgiving or doubt. The matter appears to me almost too plain for discussion, and did I not know the strength of prejudice with which we cling to old ways and resist new methods, even when they are better than the old.

I should suppose that no teacher who ever had his attention called to the subject at all could willingly teach a young child from any other than a phonetic book. The nature of the child demands phonotypic characters and phonetic analysis; his tastes are pleased with such teaching; his perceptions of truth are not injured by it as they are by common teaching; his desire of learning is not repressed by it; he is not in so much danger of provoking the teacher to anger by his slowness to learn as he is under the A B C mode; he is not in danger of having his temper soured by repeated stumbling; he is led to a nicer appreciation of sound, to a better pronunciation; he becomes a better reader and better speller, a better scholar, and a happier and better boy. Phonetic books can of themselves impart no peculiar virtue or strength to the child, but they certainly do not lead him into temptation as common print continually does.

I can not, therefore, but hope that the whole association will so far yield to the phonetic portion as that each teacher may give a fair trial to phonetic print in teaching a child who does not know his letters to read, and in drilling those who can read to a more exact enunciation.

LETTER FROM GEORGE BUNSEN

(Continued from page 317.)

HERE I drop the recital of the experience I made in reference to spelling, reading and writing, and proceed to state what method I should propose in the place of the above-described procedure. But here you can not expect more than a sketch, as a full representation would fill a whole book. "All the teacher's plans and methods of instruction should be modified by the paramount consideration that the prescribed studies are to be pursued, not as ends, but as means to the higher end of drilling and developing the mental powers."

The principle contained in these words of the above-quoted passage is exactly that of the method of Henry Pestalozzi, executed and embodied by himself and his disciples in the various branches commonly taught in common schools. So the method I am about to define is not a new invention, but has been employed in Europe for years, and is based upon what is called 'phonology'. The mental powers can not be developed but by means of the activity of the mind; the method, therefore, answering the said principle must produce activity of the mind.

Suppose we follow the action of the mind in the process of inventing the representation of language by figures, marks or signs called letters; it will strike us that in its contemplation of words it will become aware

that every one of them has one or more independent sounds of the voice, preceded or followed, or both, by other sounds produced in various parts of the mouth. The difference between vowels and consonants will be its first discovery; by farther reflection the *different* vowels will appear and will be fixed by marks. Then the consonants, submitted to investigation, will appear as formed partly by the different organs of the mouth and partly by different aspiration; they will also be fixed by marks, and—not the ‘alphabet’, for this is a historical adoption, but—‘writing’ is invented; and reading will now be possible, will it not?

This being the course of the mind in the process of inventing the letters, our method must follow this course if it shall answer the principle that ‘the mental powers can not be developed but by the activity of the mind’. This is done in the following way: It certainly commences with the vowels, but does not give them as such, as the learned method does, but by words in which they are contained, and leaves their discovery to the pupil. To make it distinctly understood I will add a model.

a, e, o, i (or y), u.

T.—When you say ‘babe’, what vocal sound do you hear, or, what is the sound of your voice? Now say ‘babe’.

P.—Babe.

T.—Do not pronounce it so short; pronounce it longer, ‘ba - - be’, or, if you can, sing it. [The pupil pronounces it long, or sings it; but at the teacher’s question—] Well, now, what was the sound of your voice?

P.—Ba - - be. [He is not accustomed to reflect upon what he is doing.]

T.—Well, now, be attentive; when I raise my hand you say ‘babe’, and proceed in pronouncing it until I put my hand down, then you stop; but then when I raise my hand again you proceed again; but do not begin again, you proceed just where you have stopped. [Teacher raises his hand.]

P.—ba - - [Teacher puts down his hand, then raises it again] a - - [The teacher, not putting his hand down, at once interrupts him:]

T.—What sound of your voice do you hear? [The teacher will have to try every way, until finally the pupil hears himself, and answers:]

P.—When I say ‘babe’ the sound of my voice is ‘a’.

T. [pointing at the letter ‘a’ on a table or in the spelling-book]—Look here; this character represents the vocal or voice sound ‘a’, and is called a letter—the letter ‘a’, not the sound ‘a’. This [pointing at the letter] you can only see and not hear; but the sound ‘a’ you can only hear, and not see. And now, as often as your eye meets with this letter in your book, or any where, you say ‘a’ [pronounced as in babe*]. How will you pronounce this, then [opening the book at any place and pointing at an ‘a’]?

* *Objection.*—But there is ‘a’ as in *fall*, as in *far*, as in *what*; and is not this the same letter quite differently pronounced, and do you not give your pupil a wrong impression in the way you propose? *Answer.*—To tell my pupil now the different

P.—a.

T.—And this, and this, and this? etc.

P.—a, a, a, etc.

T.—Show me some more. [Pupil does it; and if he does not it is the teacher's business to make him do it.]

T.—Now let us see whether there are any more words besides *babe* having the same voice or vocal sound, 'a'.

P.—There are: *bake, bade, bale, bane, base, bate, blade, blame, brace, brake, brave, late, fate, hate, kate, slate, state, cape, face, etc.**

If the pupils, as often is the case, by the novelty of an activity they have not been used to, should fail to find such words, the teacher may do it for them, or give them time, or by-and-by assist them, thus: *T.*—What is her name? *P.*—Kate. *T.*—What vocal sound is in it? *P.*—a. *T.*—What is this? *P.*—A slate. So they will come at it. But the teacher should not desist from putting questions and trying until he is satisfied that every pupil for himself has discovered such a word. The time it may take is not lost, it is a clear gain, and will save a great deal more time for the future than is spent now if the teacher succeeds.

As soon as the teacher is quite satisfied that every one of his class clearly understands the above, he may proceed to 'e' in the same way. If his pupils do not say at once that in the word *bee* or *beef* the vocal sound is 'e', it will, at least in comparison with the first, 'a', require only a short time to make them hear it, and a shorter still to make them hear 'o', 'i' (y†), and 'u',‡ which vocal sounds they will now commonly discover at once.

Children whose minds are not able to perform the action required for these exercises are too young, are not ripe to be sent to school, as is often the case with children of the age of from four to six years; yet such children may be able to learn their letters in the way of the learned method, parrot-like, which I can not help calling 'murdering their minds'. In Germany children under six years are not admitted, and after that age their admittance is generally left to the judgment of the teacher. After this little digression I proceed.

In reference to the capacity of the class before him, it depends on the judgment of the teacher how many of these vowels he may take in the

sounds the letter 'a' represents would be a load apt to drown him. Patience, sir; I am not in a hurry; I give time to my pupil to find that out for himself by my assistance.

* If words in *ay*, as *way, say*, etc., should be offered, the teacher will have to make his pupils aware of the difference between *wa* and *way*, marking out the *y* by pronouncing *wa-y*.

† The letter *y* represents, as we know, a vowel as well as a consonant sound. We have nothing to do with the consonants yet; here *y* is another representation of *i*. The vocal sound *i* is represented by these two signs, *i* and *y*; that is what the pupil has to learn in the present state of his mind.

‡ That *i* and *u* are not, like *a, e* and *o*, simple vocal sounds, but that *i* is a diphthong, produced by two motions of the mouth, a coalescence of *a* (as in *bad*) and *i* (as in *bid*), equivalent to *ai*, and *u* is a composition of a consonant and a vowel—*au* as in *bush* preceded by the consonant sound of *y* (*you, yes*)—it is not the teacher's business in this place to state, as it would lead him too far from the track; this is reserved for a later investigation.

first lesson: may be 'a' alone is sufficient. What then; must he say to his pupils 'study!'? (See above what 'study!' commonly means in our schools.) No such thing. To keep his pupils active is the teacher's duty. How? Make them write. Every pupil ought to have a slate and pencil; and now, after the pupils have learned what the sound 'a' means and what the letter 'a' means, the teacher sets them a copy of the fundamental strokes between double lines (see Payson and Dunton's Penmanship, No. 1, published by Crosby, Nichols and Company, Boston), or on their slates to each of them, or on the black-board to all of them, and tells them that now they have to learn to draw the letters, or to 'write', and that these strokes are the commencement; so the children have something to do, and the teacher has the means of controlling them while attending to other classes.

After having trained his pupils to a thorough understanding of the simple vocal sounds, and being satisfied that they are ready without hesitation to state the vowel in any word or syllable containing these simple vowels and pronounced to them, and having continued their writing exercises, the teacher proceeds to the consonants, and at the same time to 'reading'.

Another model:

T.—When you say 'babe', what vocal sound do you pronounce?

P.—a.

T.—Now, before pronouncing 'a' in 'babe', do you not pronounce another sound? Do you begin this word with the vocal sound 'a'? What position do you give, or how do you set or form your mouth in pronouncing 'a'? Do you set your mouth the same way when you are about to pronounce 'babe'? [Led by these and similar questions, calculated to arouse his powers of reflection, the pupil will finally answer:]

P.—It is 'b' [the sound produced by the lips and represented in the letter 'b', not the letter itself named *bce*] I pronounce before 'a' in saying 'babe'.

T. [pointing at the letter 'b']—Look here; this letter represents the sound 'b', and every time you see it you pronounce 'b' [sound], and the name of this letter is *bce*. What is the sound of this letter? what is the name of it? etc. Who can tell me a word or a name that begins with this sound 'b'?

P.—Bill, bad, ball, etc.

T.—Now [pointing at *ba* in the line *ba, be, bo, bi, by, bu*] pronounce this.

P.—b- [sound] a. [Will commonly pronounce it separated.]

T.—Pronounce it quicker; pronounce it at once.

P. [tries, but usually can not do it, because these two sounds, so different in their character, have become individuals in his mind which he can not unite without hurting his intuitive perception, and therefore still, though quicker, says:] b-a, b-a.

T.—Say 'babe', and mind how you join the sound 'b' with the vocal sound 'a' in the act of pronouncing. You do not say b-abe, do you?

In this or any other way, left to the skill of the teacher, he has to

lead his pupils by their own activity to the understanding and knowledge of the combination of the consonants with the vowels.* Now as soon as the pupil has found out that b a is to be pronounced ba, he will in most cases read be, bo, bi, by, bu without hesitation.

Now, as they know the names of the letters so far, have learned one consonant and have begun mentally and orally to join it with vowels, the pupils are prepared to 'spell'. They are introduced to it by the teacher asking them to name the letters which will form 'ba'. If now the pupil should pronounce the sound instead of the name of 'b', the teacher will have to repeat that he is asking for the names, not for the sounds of the letters, and the pupil will very soon spell accurately and well, though not nearly so quick as is usually the case in our common schools—why? Because they have no time to spell so quick, as their action is not on their tongue's end but in their mind.

Not now intending to compose a spelling-book, but only aiming at making the character of the scientific method clearly understood, I will add but a few more remarks.

Which consonant is to be taken next after b, or in what order, answering the system of this method, the consonants ought to be taken up successively, remains to be decided by an investigation of the matter at a later period; thus much only will I say here, that the most important step is already taken; for, take what consonant you may choose, and bring it, in the same way as b in babe, in a monosyllable, before the mind of your pupil—for instance, 'pane', or 'pipe', or 'pole' (the vowel making no difference now), if the next consonant taken be 'p'—and most pupils will tell you directly that the sound before 'a', or 'i', or 'o', is 'p' [the sound]; if not, then the teacher must repeat the same course as was taken with 'b'. If with the third or fourth consonant brought before the mind of the pupil he can not tell you the sound, then either the pupil is too young for mental exercise or for learning or it is the fault of the teacher.

From the first lesson, as above mentioned, while teaching the letters in this way, up to this time, the practice of writing is continued, and generally the pupils will now be so far advanced as to be able to write the letters they learn. Now their task is to copy their reading-lessons, and besides they may 'study', that is, practice, their reading, which they can now do without the assistance of any body, as they know and understand what they are doing; and pupils should never be permitted in the school-room to rise and step to the teacher, pointing at a

* To such as are of the opinion that this would be too trifling and retarding a method we remark that we must accommodate ourselves not to our own but to the mind of the child, which at the commencement, when led to act for itself, is a great deal more unwieldy than we, accustomed to teach by the learned method, have any conception of. Certainly, if we tell our pupil that b a is ba and he has fixed this in his memory, that is very quickly done; but what has he gained? Nothing more than the fact that b a is ba. And what has he gained if trained in the proposed way? An insight into the system of spelling and reading, and that too by the power of his own mind, and not, as in the other way, by the communication of the teacher.

word in their book which the teacher pronounces for them; they ought not to attempt to read what they can not read for themselves.

Henceforth penmanship is practiced separately, and, besides spelling as above mentioned, a dictate within the limits of their reading is given two or three times weekly, such as this: *fa, ri or ry, li, le, so, etc.*, and so progressively with their reading.

Till now, for the purpose of teaching all the consonant letters, only the *long* simple vowels, *a, e, o, i* or *y, u*, have been used, and these alone are known by the pupils—the consonant preceding the vowel; now the short vowels will have to follow, the vowel preceding the consonant. But here I leave off, in the hope that *sapienti sat*.

For want of a spelling-book exactly adapted to the course here marked out, I have made use of Webster's Elementary Spelling-Book, and, by including or adding some things and excluding others, I have managed to get along with it pretty well; but it would not do for those teachers who, trying to follow this method, are accustomed to depend on the book and not on themselves.

And what was the result of this course? Try!

BELLEVILLE, July, 1856.

HOME AND SCHOOL.

BY C. W. R.

THE subject of Home Discipline has engaged the attention of all who have done any thing toward reform in the education of children. So intimate are its relations to the cause of general education, that the efficiency of the one determines in a great measure the progress of the other. The power of correct influence in the family is universally acknowledged by intelligent communities;—scarcely any will deny to it a full measure of importance in theory; and yet, how few there are disposed to contemplate it as a paramount duty, of which no excuse can acquit them of neglect. A culpable indifference to this most sacred of parental obligations prevails to an alarming extent in almost every community. The same wisdom that commits the most common offices of labor to none but skillful hands intrusts, with strange perversion, the forming of youthful mind and character to hands unknown, and oftentimes unskilled.

And how utterly worthless are the pretexts often advanced by parents for this ruling sin. It may be 'inconvenience', or 'a want of time', or any one of the criminal excuses; but what do such pleas avail? They obtain plausibility only in the hands of procrastinators,

who have employed them since long before the time of the invincible Felix, to strengthen irresolution, and chain their progress in usefulness. Parents in this, as in other concerns that involve great interest, (I do n't mean pecuniary,) find ample time to plan for the proper home education of their neighbors' children, but have no time to devote to their own household discipline. They seem to forget in their consideration of this duty 'that we live in deeds' at all, and hence,

"The flighty purpose never is o'ertook."

Now we are not disposed to abate one tithe of the credit honestly belonging to the teacher's calling. But we do consider all other good influences subordinate to a righteous administration of family government, and in this view regard the school as second to the home discipline, both in time and importance. The success of the teacher, if he has merit, is measured, as we have already intimated, by the degree of efficiency that characterizes the family government, and his failure may result from causes wholly within himself. As a child is at home so will he be at school; and a power capable of reversing the proposition can cause a deviation of a fixed law of Nature. Taking this as the test of scholars' conduct, our wonder is not that teachers are no more successful in 'mending the gross mistakes of nature,' but that they are encouraged by a shadow of reform. Were we to go secretly into the various family circles of almost any neighborhood, and there, unobserved, witness the different modes of management; behold the bustle and confusion that prevails in one; the unchecked waywardness and discord manifest in another; the incipient spirit of rebellion and anarchy that rule in another; and, in short, the general insubordination dominant in those homes, to what bounds would our growing wonder be increased! Should we next visit the school of that neighborhood with the expectation of finding a law-and-order-loving class of pupils there?

But such is the condition of many a community, and such the *enviable* circumstances of many a teacher who *would be* faithful to his calling.

Hard indeed are his labors; manifold and severe are his trials when engaged in the arduous toils of his profession amid circumstances like these. He is subject to harsh and precipitate judgments, arraigned for imaginary offenses, and condemned perhaps as 'worthless' at the bar of an unenlightened community, or, disheartened in his thankless labor, is constrained to abandon it long before his three or five months of contracted torture have expired. Is it in the power of a teacher to effectually improve the mind and manners of his pupils while such counter-agencies are continually at work? Yet this, and more than this, is expected of him. There must be centred in him all the rare qualities of soul and person. He must be 'a living epistle, to be known and read of all men,' and stand approved or condemned as the judgment of a capricious tribunal shall determine. No matter how morose or irritable his pupils may be, his equanimity must be at all times preserved. He must embody the very quintessence of meekness and gen-

teness, and exhibit a uniform cheerfulness, whether it be hot or cold, and whether the sky is darkened with clouds or radiant with sunshine.

We admit that none of these qualities would be unbecoming to the teacher, and will support that by their judicious exercise in well doing he is enabled 'to put to silence the ignorance of the foolish' and gain the hearty co-operation of the wise in his important labor. This accomplished, and he is at once translated to higher ground to which his best aspirations only *pointed* before. The wearisome hours of 'drudgery' are turned to hours of delight. The burden of care and trial which was crushing out the noblest impulses of his nature has become immeasurably lightened, and his incentives to duty and the objects of his labor are magnified a thousand-fold. The listless inactivity, the discord, peevishness and irregularity of the school are changed to promptness, cheerfulness, established method and unceasing endeavor. The appliances of a well-ordered discipline are in successful operation at home, and these results are positive.

If we contrast the present with the former characters of some of the scholars, we may derive an idea of the more *specific* results. Sarah Jones was wont to repay kindness with sour looks, and treat with indignation the kind reproofs of her teacher. Her method of resentment was that peculiar to a large class of 'young ladies', and is defined by Webster as 'a shooting-out of the lips', a feature in her character which gives a key to her former management at home. But now her face is never the index of bad temper, for she receives the advice of her teacher as coming from one who is laboring for her sole good.

John, her brother, who used to fret away the time allotted to his task, now applies himself with diligence to the work.

Mary Stuart, the daughter of an indulgent and whimsical parent, used to complain of the 'severity', or the 'indulgence', or the 'partiality' of her teacher in allowing 'Susan Parsons to sit at the stove', or, 'Mary Wheeler to leave the room', and debarring her the same privilege. Her petty complaints are now heard no more. James Smith, the boy who was addicted to such ungainly attitudes and often electrified the little community by carelessly falling from his seat,—(O what a *fall* was there, my countrymen!) and sprawling in a most ungraceful posture upon the floor,—he, even he, has learned the difficult art of proper behavior; entering the school-room without noise, he sits erect upon his seat, studies faithfully, and when school is over, noiselessly departs.

Edward Green scarcely ever 'had his breakfast' in time to be at school seasonably, and when he came brought with him a most vehement propensity to do nothing. Now he is breakfasted in due season, and never loses a moment in idleness.

The mother of little Hannah Graves was one of that numerous class who are perpetually committing some indiscretion, and at the same time censuring others for doing the same thing. She raised many objections to the teacher's plans and practices, and sent to him many an officious missive, dictating *wise* improvements in his management of her daughter. It was desirable 'that Hannah should change her seat, as she did

not deem it proper for her to sit with Julia Dean;’ that the ‘teacher would not allow her to play with Helen Taylor,’ and that ‘he would please not keep her after school to get her lessons, if he did she should take her out and send her to Mr. Easyman’s school, where scholars were never kept after the regular hours.’ The mother has grown wiser, and in the same ratio have the dispositions and habits of the child become improved. Thomas Styles, or ‘Ragged Tom’, as the boys called him, used to come with unwashed face, tattered garments, brinless hat and ‘unkempt hair’, but, like the chameleon in changing ‘position’ in the scale of animal existence, he has altered his complexion. The leaves of his new book, like the lustre of his ‘new suit’, preserve their wonted neatness, and the boy seems what his book really is,—a new and revised edition of the old.

Maggie Archer was the only daughter of a widowed mother who knew by sad experience the evils resulting from defective government, but did not possess sufficient strength of purpose to carry out a properly devised plan for the employment of her daughter at home, professing great ‘strictness’ in her management, when in fact her authority was imbecile in the extreme.

Her requirements were always accompanied by cheering promises, or by impotent threats which were never executed. The essential feature of force, which characterizes all good government, was entirely wanting in the practical application of her theories, and she *governed* without *controlling*.

The moral and mental discipline of her daughter was neglected at home, not because such influences were slightly regarded, but because long indulged irresolution counseled the committing of these great interests to the hands of her teacher.

While this state of things existed, Maggie’s progress was exceeding slow and tedious. Her time out of school was spent in idleness or fruitless occupations, never thinking that an hour of study in the evening or morning would yield the advantage of half a day in the school-room.

But Maggie’s mother has divested herself of that reprehensible proneness to irresolution, and without the aid of artifice she has brought her daughter to a proper appreciation of high standards of wisdom and usefulness.

By thus sharing the responsibility of her training, the mother has not only rendered her an invaluable service, but the care and anxious solicitude of a devoted teacher are greatly lessened.

Maggie has become an obedient and industrious pupil. Her lessons are all well learned and intelligently recited. No time is lost with her now. Evening finds her industriously engaged upon her task, and the earliest dawn finds her busily employed in preparing her morning lessons.

We have but one more scholar to notice, and that is Tim Styles, the son of the Tinker.

Tim was one of those uneasy, troublesome mortals, who never enjoy peace themselves, and are not content to witness its enjoyment in others.

He was the very 'image and superscription' of mischief, endowed with the 'gift of tongues,' and proverbial for drollery and uncouthness.

His 'shining morning face' was more attributable to meddling with the blackened tools in his father's work-shop and reveling in the charcoal about the forge, than to any natural or acquired habits of cheerfulness which he possessed. When he wished to create a sensation in the school-room he employed a peculiar art which he possessed—of putting his face through an infinite variety of the most fantastical evolutions and contortions imaginable, to the no small amusement of his wondering spectators; but at the slightest intimation of being detected his countenance would assume its wonted serio-dubious expression.

Tim carried the art of questioning to its utmost perfection, and always coupled with his interrogatories some specious pretense in order to carry his points the more successfully, 'M' I go out, to git some water, to hold in my mouth, to stop my tooth from aching?' 'M' I go 'the stove and warm my feet? They're most froze!' 'M' I be dismissed? My head aches, and pa said if my head ached I might come home!' These are samples of his interminable questions. There is another which he employed when all others failed, as the ultimate appeal. Other boys have used the question beside Tim. It runs something in this way: 'M' I go out and git some ice to put in my breeches to keep my nose from bleedin'?'

But Tim has grown a steady boy. There is not a better behaved lad in school than he.

Other important changes toward reform will readily suggest themselves to the experienced in teaching. Let it suffice for us to say,—it can not be questioned that many of the worst antagonists to the teacher's usefulness lie wholly within the parents themselves. Teachers are often upbraided for not bringing about great revolutions, when the springs of reform lie wholly beyond their reach.

The Home Discipline of the child can properly be intrusted to none but a parent. And when the current of domestic influence begins to flow more smoothly, there will be a more appropriate time for upbraiding. Without such co-operation the teacher is an Antæus in the arms of Hereules; but with it, his strength, like that of the great giant, is redoubled at every step.

NAPERVILLE, Illinois.

EDUCATION.—I have observed that most ladies who have had what is considered as an education have no idea of an education progressive through life. Having finally obtained a certain measure of accomplishments, knowledge, manners, etc., they consider themselves as 'made up', and so take their station. They are pictures, which, being quite finished, are now put in a frame—a gilded one if possible—and hung up in permanence of beauty!—permanence, that is to say, till old Time, with his rude and dingy fingers, soils the charming colors.

Foster.

ILLINOIS SCHOOL LAWS.

HUMAN INSTRUMENTALITIES ARE IMPERFECT.

WE fully believe that if there is one thing to be secured which should take precedence of all others, that thing is a school law the provisions of which shall be ample enough to meet the wants of the people of Illinois—one that can be understood and carried into effect without the aid of the legal profession. That we *should* have such a law needs no argument; that we *can* is not so clear.

We believe the time has come in this State when elevating the public schools would be the goal to which the efforts of the people would tend if the demands of universal education could be fairly presented, and if encouragement were given by legislative enactments liberal in plan, easily understood, and equitable in their workings. Our present law is *not* 'easily understood'; and a short experience has shown it objectionable in some of its features. When we remember that it was adopted without a reading in the House, hurried through like an unimportant bill, it will not seem surprising that amendments are necessary. *Free Schools* is the distinguishing feature of the present law—a feature that we are anxious to preserve; but, to preserve it permanently, the law must be simplified and better provision made for the supervision of schools. This can be accomplished in part by having but one board of school officers in each township, with power to establish a sufficient number of primary schools to accommodate every child so far as practicable, and a central high school when the advancement of the pupils may demand it. Such a board could attend to the pecuniary interests of the township, now intrusted to the school commissioner, at less expense and more satisfactorily to the townships. In the mean time, we would have the inhabitants of each district determine by vote, at any meeting regularly called for the transaction of business, the location of their school-house and its cost, together with any other expense they might feel willing to incur for their school.

We would recommend the abolishment of the office of County School Commissioner—*first*, because the officers elected under this provision are comparatively of little value or practical advantage to our schools—very few ever visiting the schools or devoting any attention to the subject aside from the distribution of the public money and the sale of the school lands; *second*, we can not secure the services of a man competent to discharge the duties of the office without remunerating him. The beggarly pittance now doled out to this officer will not do; he must receive a sum equal to what the same labor would command in other callings. With the present recompense it is not to be expected that time or attention will be bestowed. We believe the cause of edu-

education demands the entire services of a duly-qualified man in each county, or at least in each representative district. But such an act can not be passed or carried into effect; the people are not prepared for it. As the next best supervision within our reach, we propose a school commissioner for each Congressional District, believing such an officer would be sustained, and that these *nine* laborers would accomplish more than the *hundred and one* county commissioners. Each could hold an annual or semi-annual Institute in every county in his district, besides devoting as much time in each township as is now bestowed by the county commissioner. His whole time would be given up to the cause of common schools. These nine men would awaken the public mind to the value of knowledge. Such would be their mission, their legitimate business, and for it they would prepare.

While we believe it is well for us to profit by the example of older States, we can not admit the practicability of adopting the system of an old and thickly-settled State for a new and sparsely-populated one. Our system, when perfected, should take the child into the primary school, and thence conduct him, step by step, through the various grades of town, county and state institutions, and finally place him in the arena of action with physical, moral and intellectual powers harmoniously developed, thus fitting him, under the banner of our common-school system, for any sphere in life. Free as the air of heaven let education be; and we recommend to our legislature so to amend and simplify our school law as best to compass this end. S.

LASALLE COUNTY INSTITUTE.

THE first Teachers' Institute ever held in this county, opened its session in this city September 15th, and continued five days. Forty-eight teachers were in attendance; the forenoons were given to class exercises, the afternoons to the discussion of reports on the more important subjects of teaching; the evenings to lectures. A rapidly increasing interest was manifested up to the close of the session, which, though quite humble in its results, was yet, we believe, an earnest of something better in the future.

The next meeting of the Institute will be held in Peru, commencing April 13th, 1857.

The following Resolves were unanimously adopted at the close of the session :

Resolved, That we hail with joy the opening of a Teachers' Institute in our County as an efficient means of promoting the interest and dignity of our profession, and are highly gratified as well as instructed by the exercises of this the opening session.

Resolved, That the members of this Institute tender their thanks to Rev. Mr. Coggeshall, and W. H. Powell, Esq., for their able addresses delivered before this society; also, to Professor Stone, for the gentlemanly and efficient manner in which he has discharged the duties of President.

Resolved, That we are gratified at the ability with which the *Illinois Teacher* is conducted; and fully sensible of its efficiency in promoting the great interests of education in our State, we pledge to it a cheerful and generous support.

Resolved, That in view of the high responsibility and importance of our professional duties, we will hold ourselves in readiness to attend the next meeting of this Institute, whenever held, and will bring to its support all our talent and influence.

Resolved, That the reform proposed by Phonography, could it become general, would work a revolution in primary education.

Resolved, That the plan proposed by Mr. Adair appears to this association the most feasible for accomplishing such reform.

To the above resolves may I add one other, not adopted in words, it is true, yet legible in the face of every teacher present, namely: That no labor of ours shall be spared to place our county—that, too, speedily—in her proper place in the noble cause of popular education.

J. STONE, JUNR., *President*.

T. H. CLARK, *Sec'y. pro tem.*
Ottawa, November 17, 1856.

STARK COUNTY TEACHERS' INSTITUTE.

THE Stark County Teachers' Institute commenced its sessions on Wednesday, November 5, 1856, 7 P. M. at the Seminary at Toulon. The President, Rev. R. C. Dunn, in the chair. J. E. Hickok was elected to fill the vacancy occasioned by the removal of Mr. O. White, the Secretary.

Professor Allen delighted the audience with brief recitations; and Professor Wright, of Lee Centre, discussed with marked ability the subject of Education, and the great importance of improved methods of instruction. Adjourned to meet Thursday, 9 A. M.

Thursday morning. Institute met pursuant to adjournment. Devotional exercises were conducted by Mr. N. F. Atkins, the Conductor of the Institute. The following gentlemen were appointed a committee on resolutions,—Rev. R. C. Dunn, C. Myers, and W. E. Herron. By request of Mr. Atkins, Professor Allen drilled the class on Elocution; and Professor Wright continued the exercises in Arithmetic and Geography.

Afternoon session. Professor Wright took charge of the class; subjects,—Grammar and Mental Arithmetic. Mr. Atkins made some remarks on Penmanship, with particular reference to McLaurin's system.

Evening. Professor Wright favored the Institute with an able lecture on Union or Graded Schools. He urged with a great deal of eloquence and force the importance of establishing such schools, and especially one in Toulon. The way was perfectly open for such a school. The School Commissioner, Mr. Dunn, followed with a few remarks, saying that this was a pet scheme of his, and that he had urged the scheme in private, and in the county paper. Mr. Atkins also stated that he approved heartily of the establishment of such a school.

After an elocutionary recitation by Professor Allen, adjourned to the next morning.

Friday. Exercises similar to those of the day before, varied by discussions on the resolutions, and on the subject of school government, with special reference to the use of the *rod* in the school.

The committee on resolutions reported the following, which were adopted unanimously:

First. That while change of itself is undesirable, yet our School Law needs a thorough revision, and we approve of the amendments suggested by the Board of Education.

That in particular, we approve of simplifying the operation of the law by putting all the schools of a township under one board of officers.

That the School Commissioner should be authorized to issue certificates according to the standing or grade of the teacher; that he should have power to revoke the certificate in case satisfactory evidence is presented of moral or other disqualification.

That teachers should attend the sessions of the County Institute, and no deduction be made in their time during such attendance.

Second. Resolved, that a central High School should be established in each Township, and especially in the County Seat; and we earnestly recommend the establishment of such a school in Toulon.

The meetings of the Institute were quite interesting and profitable, and will give a stimulus to the cause of education in this county. Most of our best teachers were present.

Nearly all present subscribed for the *Illinois Teacher*.

R. C. DUNN, *President*.

J. E. HICKOK *Secretary*.

PUTNAM COUNTY TEACHERS' INSTITUTE.

THE teachers and friends of Education in Putnam County, Illinois, assembled at the Court House in Hennepin, on the evening of Tuesday the eleventh day of November, 1856, for the purpose of organizing a Teachers' Institute; and after listening to an address by the Rev.

Charles Cross, School Commissioner of the County, adjourned to Wednesday, at 2 o'clock P. M.

Wednesday, 2 P. M. Met pursuant to adjournment, and organized by appointing John P. Hayes Chairman, and Charles Cross Secretary.

A Committee consisting of J. P. Hayes, Charles Booth, and Professor Wilkins, of Bloomington, were appointed to prepare a Constitution for the government of the Institute; and after discussing several measures in connection with the subject of Education, adjourned to 6½ o'clock in the evening.

In the evening the Institute was addressed by Professor J. F. Eberhart, of Dixon; and Professor A. B. Cummins, of Wenona.

Thursday, 9 A. M. The Institute met and spent the forenoon and afternoon in discussing a method of teaching the different branches of Education taught in our common schools, and the importance of elevating the standard therein.

In the evening the Institute was addressed by Mr. J. F. Eberhart, of Dixon; Mr. D. G. Watts, of Peru, and others, and adjourned to 9 o'clock A. M. Friday.

Friday, 9 A. M. The Institute met, and after a short address by the Rev. Charles Cross, the Committee appointed to draft a Constitution, made its report.

On motion it was voted to receive the report and discharge the committee.

The constitution was then adopted, and permanent officers elected as follows:—Rev. Charles Cross was elected President; D. G. Watts, Vice-President; John P. Hayes, Secretary; Charles Booth, Treasurer; Charles Cross, A. B. Cummins, Mrs Julia Pulsifer, Mrs. Mary Ann Burns, and Clarissa Ware, Executive Committee.

On motion, it was voted that when we adjourn we adjourn to the first Wednesday after the first Monday in April next, at such place as the Executive Committee may appoint.

Mr. J. F. Eberhart, of Dixon, then gave some instructions in the manner of teaching orthography, and was followed by Professor Cummins, on the same subject. Mr. Cross then followed in some remarks on the importance of common schools in this county, and pointed out some of the errors in the practice in regard to them. Adjourned to 6½ o'clock P. M.

Institute met pursuant to adjournment. Professor Cummins addressed the Institute on the location and construction of school-houses; and urged upon parents, in addition to procuring good houses, teachers and apparatus, to encourage schools by visiting them. He also gave some specimens of reading.

Mr. Crawford, of Magnolia, read an essay upon the duties and qualifications of teachers

Professor Eberhart then gave an address on the subject of Natural Science, and particularly that of Meteorology; and entertained a very large audience until a late hour. The following among other resolutions were then passed:

Resolved, That we regard the '*Illinois Teacher*' as one of the very best educational journals in the United States.

Resolved, That this Institute return its thanks to Professors Eberhart and others, for the deep interest they have manifested in the advancement of Education in this County,—the establishment of a 'Teachers' Institute' in our midst, and the many instructive lectures on scientific subjects. May heaven's choicest blessings follow in their wake as long as there is a child to educate, or a parent to instruct. Adjourned.

CHARLES CROSS, *President*.

J. P. HAYES, *Secretary*.

JO DAVIESS COUNTY INSTITUTE.

THE Jo Daviess County Teachers' Institute held its semi-annual session at Elizabeth, commencing on Monday, October 27th, and closing on Friday. The Institute was ably conducted by Professor Pickard, Principal of Platville Academy.

On opening, Professor Pickard was elected President, and John McHugh Secretary. The following committees were chosen:—On *Matters of Interest*, J. C. Thomas, S. E. Weston, and E. Hamilton; on *Errors*, J. H. Woodruff, C. Gallaher, and Miss Mahon; on *Resolutions*, G. W. Pepoon, M. Orvis, and Mary E. Pepoon. The following *Programme* was submitted by Professor Pickard, and adopted by the Institute:—

MORNING. — From 9 to 9:10, Singing and Prayer; 9:10 to 9:15, Expression of Sentiments, etc.; 9:15 to 10, Mental Arithmetic; 10 to 10:45, Grammar; 10:45 to 11, Composition, Writing; 11 to 11:15, Recess; 11:15 to 12, Elocutionary Drill.

AFTERNOON. — From 1:30 to 2:30, Practical Arithmetic; 2:30 to 3:30, Geography; 3:30 to 3:45, Recess; 3:45 to 4:30, Reading.

Thus the Institute assumed the character of a School, the Teachers becoming pupils, and Professor Pickard Instructor.

To secure *promptness* in attendance, Professor Pickard 'called the roll' at the commencement of both morning and afternoon sessions, taking the names of absentees; and those who could not give a reasonable excuse were reported to the Institute before final adjournment.

The 'expression of sentiments and answering of questions' were truly delightful exercises. The former consisted in the utterance of some golden thoughts, either original or selected, as, 'What you ought to do, resolve to do; what you resolve to do, do': and, 'True politeness is love manifested in an easy, graceful and winning manner'; the latter in answering such miscellaneous questions as, having been previously laid on the table in writing, were read by the President.

During the time devoted to Mental Arithmetic, two or more teachers were required successively to take charge of the rest, presenting practically their own method of conducting the Recitation; so that during the week many different methods were under consideration, among which were the following:

First. The teacher reads the problem, calls upon a scholar, who rises, repeats the problem and solves it. If a mistake is made, those observing it instantly rise. If any remain seated, the teacher calls upon the one standing who has the best chance to 'go up'; he solves it and takes his place. Those seated then rise. All are now standing. The teacher reads the second question. If the scholar called upon fails, those noticing the failure immediately sit, etc.

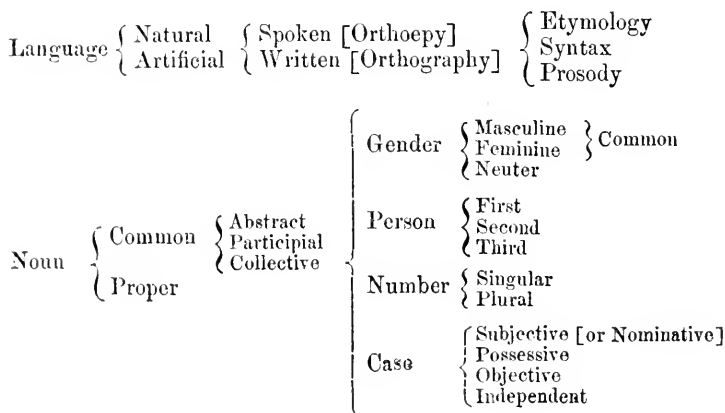
Second. This method permits the scholar to analyze the question *without interruption*; then those who are not satisfied with the analysis rise, and remain standing until a satisfactory is given.

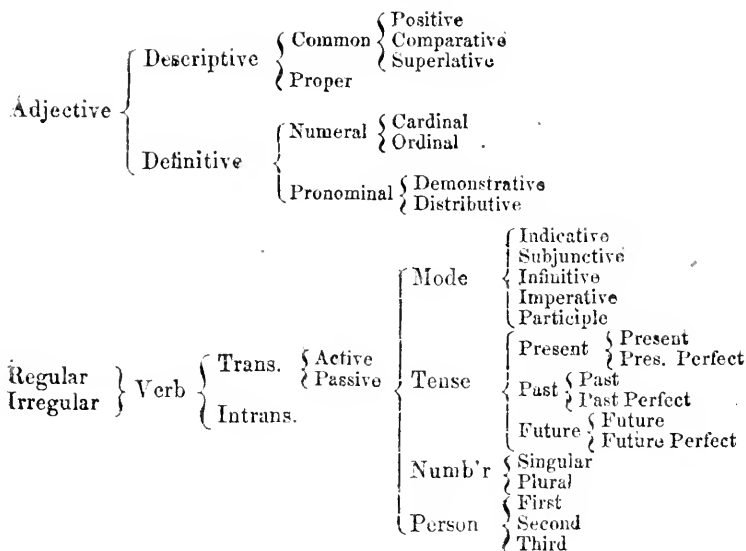
Third. The class is seated. The teacher reads a question, and after a moment passes gives a signal agreed upon (perhaps tapping the desk with a pencil) which says, 'those who are not satisfied they can solve the question readily, will rise instantly'; if any rise, the one having the best opportunity to go up, or perchance the one who is paying the least attention, is called upon. The question solved, and places taken, all are again seated, when the second question is read. This is called 'The head or heel principle.'

Fourth. One scholar begins a question, another continues, and perhaps another finishes it; — the inattentive generally called upon.

Professor Pickard illustrated his method of teaching Grammar to a commencing class. It abounds in diagrams. Those diagrams are formed before the class. He takes Nature's order. He arouses the inquiry of his pupils to determine the *use* of this or that, and then assigns a corresponding *name*, at the same time addressing the mind through the eye *diagrammatically*.

The following diagrams are examples:—





Slips of paper and pencils were distributed, and so many minutes given in which to write a composition—subject some times optional, and at other times announced on the black-board. The compositions were then collected and a gentleman and lady chosen to read them publicly, making necessary criticisms. On one occasion the following pithy paragraph was read :

“Institutes are parties of pleasure, in which each furnishes a part of the cake eaten. One brings the milk of human kindness; another the flour of solid attainments; another the sugar of pleasant words; another the spice of wit; and another the eggs of hearty counsel. There is enough for each to eat, and a little left to carry home to the children.”

A portion of each recess was amusingly spent in calisthenic exercises, a matter too much neglected in our schools.

The *Elocutionary Drill* was no sham affair. Instead of commencing with the recital of noisy declamation or colloquy, he began at the *foundation*, analyzing the organs of speech, practically showing their correspondent development. The elementary sounds of the language were repeatedly uttered, singly and in their most difficult combinations. The compass and modulations of the voice received special attention, thereby paving the way to the appropriate expressions of the respective passions of the mind.

Professor Pickard remarked that his explanations in Written Arithmetic supposed a thorough acquaintance with Mental Arithmetic. In teaching a principle he first presented the *genus*, and then the several *species* under it. For example, in unfolding *Addition* he taught the generic principle in a few brief rules.

First. Like must be added to like.

Second. Like must be placed under like.

Third. Find the sum of like numbers or quantities separately.

Fourth. Change the denomination into the next higher if there be enough or more than enough to make one of the next higher, and place the remainder, if any, under the denomination changed.

Having the generic principle, he showed its special application—first, to simple addition; secondly, to compound addition; thirdly, to fractional addition. And so on with the fundamental rules.

In Geography *map-drawing* occupied a prominent place. Professor Pickard regarded '*choosing sides*' an efficient means of waking up and sustaining an interest in the class.

Reading, with Professor Pickard, was an extended application of the principles developed in the 'Elocutionary Drill.' The 'pauses' were thought to indicate *grammatical* rather than *rhctorical* relations. The *sense* alone could determine the *manner* of reading. Reading was *talking from the book*.

Monday, Tuesday and Thursday evenings were occupied by extra sessions. On Monday evening Professor Pickard delivered an excellent address on the 'Trials of Teachers,' after which a discussion was held on the 'Personal Habits of Teachers.' Remarks were made by Dr. Little, Rev. Gire, and others.

On Tuesday evening, J. H. Woodruff read a short essay on the 'Duties and Qualifications of Teachers.' J. C. Thomas then presented the claims of 'Phonography,' which was followed by a discussion of the question 'How is order best secured in school?'

On Thursday evening, Professor Pickard delivered an able Astronomical lecture. A discussion was then had on the question 'How can punctuality of attendance best be secured?' Remarks were made by Mr. Ford, County School Commissioner; also by the Honorable C. B. Denio, of Galena.

On Friday afternoon, the Committees on 'Matters of Interest' and 'Resolutions' reported. The following resolutions were adopted:

First.—That we will use our utmost endeavors to become intellectually and morally qualified to meet with fidelity the duties which our relations as educators of the young enjoin upon us.

Second.—That *Teachers' Institutes*, properly conducted, are very great aids in acquiring those qualifications.

Third.—That in the opinion of this Institute an annual session of *two weeks* is better than a *semi-annual* session of one week.

Fourth.—That we return our heart-felt thanks to Professor Pickard, for the skillful manner in which he has conducted the present session of the Institute.

Fifth.—That we feel under obligations to the citizens of Elizabeth for their hospitality, and return them our sincere thanks.

Sixth.—That the proceedings of the present session of the Institute be prepared for publication, and forwarded to the *Illinois Teacher* and *Northwestern Gazette*.

The Institute was then briefly addressed by the County Commissioner and others, and adjourned, subject to the call of their re-elected

committee, consisting of Messrs. Woodward, of Galena, Ford, of Warren, and Nye, of Elizabeth.

Immediately after adjournment the noble edifice in which the Institute had held its session, was dedicated to school purposes; Professor Pickard delivering the dedicatory address.

J. C. THOMAS, *Chairman of Committee on 'Matters of Interest.'*

Galena, November 15, 1856.

FULTON COUNTY TEACHERS' INSTITUTE.

WE speak from personal observation when we say that the Institute at Cuba was remarkably enthusiastic. Teachers went to Cuba with the determination of staying but a day or two days at most, and yet when Saturday noon came these same teachers were still there, and unwilling to go. Mr. W. H. Haskell, of Canton, the master-spirit of this County, a scholar, a gentleman, but above all a *live* man, delivered the opening address and took the general charge of the exercises. He was ably seconded by Professor Hermance, H. O. Cooper, C. M. Leland, P. D. Plattenburg, C. L. Allen, J. B. Griffith and others.

We give the Secretaries' Report of 'Tuesday' as a sample of the exercises.

TUESDAY, 8½ O'CLOCK, A. M.—The first thing in order on the programme being Reading, and Mr. C. L. Allen, the leader in that branch, not being present, C. M. Leland acted as substitute. After a short recess, which was spiced with music by Professor Little and lady, the subject of Grammar was taken up, under the leadership of P. D. Plattenburg, which was continued till noon.

1½ O'CLOCK, P. M.—Arithmetic being next in order, the class was put under the leadership of H. O. Cooper; after which occurred another short recess, spiced with music as before; when the subject of Geography was brought up, under the leadership of Miss Miraba Stanton. By request of the President, C. M. Leland explained his method of teaching Geography. Professor Hermance followed with some appropriate questions on the subject under discussion.

7 O'CLOCK, P. M.—Vocal and instrumental music by Professor Little and others. The instrument was furnished the Institute by A. G. Little, of Liverpool. The Institute then listened to a recitation by C. L. Allen, and afterwards to the address of the President, W. H. Haskell. The subject of common schools—parent, teacher and pupil—was treated in a manner worthy of the times, the occasion, and the Commissioner. Professor Allen again entertained the Institute by his master recitation—"The Devil and the Grogseller."

On motion of H. O. Cooper, a committee of three was elected to draft a series of resolutions.

"The Institute was organized in February last. President, Haskell; Vice-Presidents, Hermance and Cooper; Secretaries, Cyrus Bocock and J. B. Griffith. The Officers constitute what is called an Executive Board. There were present at the organization sixty-five teachers, and at the first session of the Institute one hundred and one members, of whom forty-two were male and fifty-nine female teachers. Through the entire session unlimited attention and enthusiasm were shown by the members,—each seemed to vie with the other in devotion to the objects of their association; all were inspired with new zeal; and the great responsibility of the profession was from time to time urged upon their attention, by lectures and debates. During the evening sessions the house was literally 'packed'—in short, the benefits of our first regular session will long be felt, wherever the influence of its attendants may extend."

W. H. Haskell is President, and Cyrus Bocock and J. B. Griffith are Secretaries.

MCLEAN COUNTY TEACHERS' INSTITUTE.

THE First Annual Meeting of the McLean County Teachers' Institute commenced its session in Bloomington on Tuesday, December 2, 1856. The programme of daily exercises was as follows:

FORENOON—9 o'clock, Exercises in Arithmetic, P. Atkinson teacher; 10, Orthography and Reading, E. S. McClellan teacher; 11, Report and Discussion.

AFTERNOON—1 o'clock, Exercises in Penmanship, G. C. Whitelock teacher; 1½, Geography, P. C. W. Lyman teacher; 2, Grammar, E. P. Clark teacher; 3, Algebra, J. W. Chalfant teacher; 3½, Philosophy, Dr. Wm. Hatch, teacher; 4, Report and Discussion.

In the evening, Lecture and Discussion.

The Reports and Lectures were on the following subjects: Tuesday evening a Lecture on Mental Discipline, P. Atkinson. Wednesday, 11 o'clock A.M., a Report on Drawing, Miss H. Parsons; at 4 o'clock P. M., a Report on School Government, Dr. Wm. Hatch; in the evening, a Lecture on Physiology, Dr. E. R. Roe. Thursday, 11 o'clock A.M., a Report on Music, Miss M. Brind; at 4 o'clock P.M., a Report on Moral Discipline, P. Atkinson; in the evening, a Lecture on Grammar, C. P. Merriman. Friday, 11 o'clock A.M., a Report on Botany, Miss S. A. E. Walton; in the evening, an Address by C. E. Hovey. The Reports and Lectures were excellent.

Among the resolutions adopted were the following :

Resolved, That this Institute would recommend to school directors to avoid as far as possible frequent changes of teachers.

Resolved, That uniformity of text-books is indispensably necessary in order to teach successfully.

Resolved, That the present want of qualified teachers in our own State demands the immediate establishment of a State Normal School.

D. WILKINS, President.

E. S. McCLELLAN, Secretary.

KANKAKEE TEACHERS' INSTITUTE.

Tuesday, October 28, 1856. }
2½ o'clock, P. M. }

AFTER appropriate remarks from C. R. Starr, Esquire, the Commissioner, and Professor Eberhart, the meeting was organized by the appointment of a Chairman and Secretary.

The following names were enrolled :

J. F. Eberhart, Dixon; C. R. Starr, J. Barnett, H. C. Paddock, Julia Leas, William Hawkins, Lovina Strong, Julia Sadd, B. D. Alden, N. E. Peck, Shepard P. Smith, Kankakee City; M. M. Woodward, Essex; P. H. Seager, Hannah Curtis, Yellowhead; N. T. White, Sumner; Edward Vanharen, Bourbonnais; N. Bryant, Momence; Helen M. Ingalls, Elizabeth Dudley, W. A. Peck, Huldah A. Tyler, Anna M. Sym, C. M. D. Barnett, Renda Strong, Emily Hawkins, Albert Hawkins, W. H. Smith, Kankakee City.

After the adoption of a Constitution, a permanent organization was effected by the election of Charles R. Starr, President; N. Bryant, P. H. Seager, M. M. Woodward, G. W. Schoby and B. D. Alden, Vice-Presidents; J. Barnett, Secretary; W. H. Smith, Treasurer.

We learn from Professor Eberhart, who was present and took an active part in the Institute, that a right spirit pervaded the teachers of this stirring little county. The interest gradually increased, and found its maximum at the hour of adjournment on Saturday. Some excellent resolutions were adopted, whereupon the Institute, after having spent a week pleasantly and profitably, adjourned for six months.

EDITOR'S TABLE.

SPECIAL NOTICE.—The next number will close the present volume of the *Teacher*. All who wish to continue subscribers should immediately renew their subscriptions. [*See second page of cover.*]

'PROFESSOR'.—The use of this title has become so common and indiscriminate among us that it is, to say the least, a very questionable compliment. It smacks of quackery. The title should be given *only* to regularly-appointed officers of *bona fide* colleges. What, then, is meant by prefixing it to the name of almost every one who may chance to figure in an Institute? Are all these professors in colleges? If not they are *bogus* professors. Would not good taste, as well as good sense, banish all 'bogus professors'? A little reflection will set this matter right.

'VOT OV IT?'—The *Rock Island Argus*, in a recent issue, is delivered of a witticism. Here it is:

WORSE THAN EGYPT.—There is a monthly magazine published at Peoria, devoted to the interests of common schools, and it is called *The Teacher*. It publishes what it calls a list of school-teachers, and the only one named in this county is George W. Pleasants! Such statistics are almost equal to those manufactured by the black republicans about southern Illinois. By the way, George, what time does school 'let out'?

Whew! what astuteness! GEORGE, when school 'takes up' flog that fellow.

P.S.—One reason is given why Esquire PLEASANTS is entitled to appear in the 'list of school-teachers'—he takes *three* copies of the *Teacher*; not *one-third* as good a reason could be given in favor of any other individual in that ilk two months ago.

P.P.S.—The only reason we can give the *Argus* man why his county is 'worse than Egypt' is that it does n't take so many copies of the *Teacher*.

P.P.P.S.—Will the *Argus* man, who is so chagrined at the meagre show his county makes in 'a list of school-teachers', and who is like-

wise so shocked at our statistics, re-read the heading of the 'Directory'? It will enlighten him.

'FOR THE TEACHER.'—Several of our cotemporaries disfigure their pages with this sentence, fearing, it may be, that due credit will not be given. We have heretofore regarded the practice as useless, and quite harmless, except so far as it militates against good taste; but of late it has occurred to us that it may have its uses. For instance: Brother McMYNN, of the *Wisconsin Journal of Education*, copies from us a 'Boarding 'Round' Rhyme, and not knowing to whom to give credit ('For the Teacher' is never used in the *Illinois Teacher*), credits no one. Brother ATKINSON, of the *Massachusetts Teacher*, copies from the *Wisconsin Journal of Education* this same poem and credits it to that journal. The rhyme in question was written for the *Illinois Teacher*, as are all uncredited articles in our pages; but by some hocus-pocus it becomes our neighbor's. This is, of course, a mistake; and we mention it only to show that, much as we dislike the looks of a guide-board suspended over an article, it may have its uses.

THE MCLEAN COUNTY TEACHERS' INSTITUTE passed off finely, and although rather thinly attended, was none the less useful. D. WILKINS, Esquire, presided with his usual urbanity, and kept all 'right side up with care', notwithstanding sundry debates on School-Government so provoked the zeal of the members that they all essayed to speak at once. The particular point raised was this: Should corporal punishment in any case be inflicted upon females? One experienced professor, with a gallantry worthy a knight of the olden time, enthusiastically espoused the negative. This relic of feudal barbarism should be banished. In the Year of Grace 1856, in the blaze of the Nineteenth Century, it is too late seriously to propose to flog females. He was shocked at the popular applause given to the recital of a case of female punishment. On the other side combatants were more numerous if not as gallant. They vigorously contended that if it was right in any case to punish boys, it was right in like cases to punish girls. They objected to invidious discriminations, and, being in the majority, had the resolution all their own way. We had not the pleasure of hearing the Addresses of Messrs. MERRIMAN, ROE, and ATKINSON.

HONORABLE W. H. POWELL, Superintendent-elect of Public Instruction, will attend the State Teachers' Association at Chicago.

WHERE THE SUBSCRIBERS FOR THE 'TEACHER' ARE, AND HOW MANY.—We give below the circulation of the *Teacher*, and where it circulates. It will be seen that Bureau County takes a greater number of copies than any other County in the State. Peoria is close to her, and Whitesides close to Peoria. Out of the State, New York stands first, Ohio second, Massachusetts third.

Number of Subscribers in each County in Illinois :

Bureau,	250	Putnam,	9	Boone,	1
Peoria	239	Adams,	9	Randolph,	1
Whitesides,	129	Logan,	8	Crawford,	1
Lee,	55	Franklin,	8	Pulaski,	1
Jo Daviess,	53	Du Page	7	Jersey,	1
Fulton,	53	Jackson,	7	Mason,	1
Cook,	35	Pike,	6	Clarke,	1
Tazewell,	34	Edgar,	6	Hamilton,	1
St Clair,	30	Henry,	6	Grundy,	1
Winnebago,	29	Washington,	6	Jefferson,	1
Woodford,	29	Rock Island,	5	Wayne,	1
La Salle,	27	Kendall,	5	Brown,	0
Knox,	23	Union,	5	Calhoun,	0
McLean,	20	Greene,	5	Christian,	0
Ogle,	20	Pope,	4	Cumberland,	0
Warren,	19	Macon,	4	Edwards,	0
McHenry,	19	Stephenson,	4	Effingham,	0
Morgan,	18	Champaign,	4	Iroquois,	0
Gallatin,	17	Coles,	4	Jasper,	0
Marshall,	17	Lake,	3	Johnson,	0
Will,	15	Fayette,	3	Livingston,	0
Monroe,	15	Henderson,	3	Massac,	0
Sangamon,	15	De Kalb,	3	Moultrie,	0
Madison,	14	Perry,	3	Piatt,	0
Kane,	13	Clinton,	3	Richland,	0
Kankakee,	13	Bond,	3	Saline,	0
Macoupin,	12	McDonough,	3	Shelby,	0
De Witt,	10	Marion,	3	Vermilion,	0
Menard,	9	Cass,	3	Wabash,	0
Williamson,	9	Scott,	2	White,	0
Stark,	9	Montgomery,	2	Hancock,	0
Schuyler,	9	Alexander,	2		
Mercer,	9	Hardin,	2		11
Carroll,	9	Lawrence,	2		1268
					152

1268

152

Total in the State, 1431

Subscribers in other States :

New York,	24	Connecticut,	2	District of Columbia,	2
Ohio,	14	Indiana,	2	Arkansas,	1
Massachusetts,	12	Michigan,	4	Kentucky,	1
Missouri,	8	New Jersey,	4		
Wisconsin,	7	Vermont,	4		4
Pennsylvania,	5	Minnesota Territory,	3		75
Iowa,	5	Rhode Island,	3		22

75

22

Total in other States, 101
Exchanges, 230
State of Illinois, 1431

Grand Total, 1762

OF course, every body and 'the rest' of Suckerdorn have made up their minds to attend the State Teachers' Association at Chicago, on the twenty-second, twenty-third, twenty-fourth and twenty-fifth of this month. A tolerably wise determination, we take it. Railroads carry for half-fare, and the Chicagoans will be greatly disappointed if they are not permitted to exhibit their hospitality.

PLEASE read carefully J. H. ROLFE's advertisement of *Pelton's Outline Maps*, and then order a set for your school. They are the best in use.

WE here present the readers of the *Teacher* with a letter from Southern Illinois. A good spirit, we believe, animates all that region of country :

JONESBORO, November 15, 1856.

C. E. HOVEY, Esq.—*Dear Sir* : I should be happy to prepare an essay on the topic you suggest, viz., Who should be Teachers? but our little child (the only one living, we have two in heaven) has been ill for five weeks, hanging poised, as it were, between life and death. I will write something, if practicable, that may do a little good for the glorious cause of education, but I will not make a promise, for fear I may not fulfill it; therefore do n't depend on me, for 'disappointment is the only certainty of life'. Even if two essays should be presented, I trust no harm would result.

Where are Mr. Powell and Professor Wright? They both wrote me that they would again visit 'Egypt', and we will 'not be comforted, because they are not' with us 'yet once again'. We are anxious to organize several Associations, and we want the counsel and advice of long-trying men. I have been in the State but one year, but I have, during that time even, witnessed great changes in South Illinois. The people in this region are commanding the very best class of teachers. Professor Wright informed me that teachers are paid much better wages, are receiving larger salaries, here than in the North. Please make a note of this fact in the *Teacher*. Wages from thirty to sixty dollars per month. We have already some superior teachers; we want 'more of the same sort'. We are satisfied that if persons here would make teaching their profession, they could, with prudence and economy, earn a good living—even save money—and not be forced at last to make a will similar to that of the famous French wit Francis Rabelais: "I owe much; I have nothing; I leave the rest to the poor."

I am constantly employed in preaching the gospel, in raising money for building churches, and in attending to the appropriate duties of my profession; but 'education is the handmaid of religion', and I would not give much for religion without education, nor much for education without religion, for

"How empty learning, and how vain is art,
Save when it guides the life and mends the heart."

Our church, the Presbyterian, has not heretofore done a great deal for South Illinois, but now we are erecting some dozen churches, and we expect to commence

our institution at Carbondale, Jackson county, in the spring. For this institution the citizens have already donated nearly one thousand acres of valuable land—most of it being in and near the village—and fifteen hundred dollars in cash subscription. There are now in Carbondale two excellent school-houses, both new and well built, supplied with first-class teachers, school-apparatus, &c. Is not this doing well for a village but two or three years of age? The Methodists are building a church there; the Presbyterians will erect one next summer. Surely, at this rate, the censure, the contempt, that has been heaped upon 'Egypt' will soon be turned to respect, to praise.

"Mizd, mind alone,
Hath light, and hope, and life, and power."

These things encourage us to 'defy the opposing world', and 'bear bravely on' till 'Thou thy worldly task hast done' well is recorded on our tomb-stone.

" 'T is infamy to die and not be missed.
A setting sun
Should leave a track of glory in the skies."

Yours truly, W. S. Post.

P.S.—One of the very best men in South Illinois, the President of our Educational Association, Colonel Dougherty, is elected to the Legislature. W.S.P.

FREEPORT.—My next visit was to Freeport, friend Freeman is waging a contest against ignorance in good earnest. His school is now thoroughly organized under the best of discipline, and he, as a good General, knows how to lead his pupils on to victory. In the Union Building there are three departments, in which are employed three competent and efficient teachers. Besides this, there are five Ward Schools, with regular graduates at their head as teachers, from our eastern or western Seminaries. Number of pupils in attendance about eight hundred. William Buckley, Esquire, is the man above all others I have found in the State, a bachelor at that, (I hope our lady teachers will not notice this fact) who is the true and living embodiment of what I conceive to be a School Director. Mr. Editor, if you wish to see the living reality of all your dreams of what constitutes a Director, go to Freeport and while away a few hours with Mr. Buckley; you will be satisfied. These schools have improved very much since last spring. Freeport is doing a work which but few if any towns are doing in the State. D.

BOOKS AND PERIODICALS.

Crittenden's Treatises on Bookkeeping. E. C. and J. Biddle. Philadelphia.

These works possess more than ordinary merit. After a somewhat careful examination, we are satisfied that the books are adapted to the school-room, and will, when carefully mastered, make accomplished bookkeepers and accountants. The elementary treatise is deserving a place in every common school in the land.

The Means and Ends of Universal Education. By Ira Mayhew, A. M., Superintendent of Public Instruction for the State of Michigan. New York: A. S. Barnes and Company.

This work, originally published by the Harpers, forms now a part of the School-Teachers' Library. Of course in its new dress and new company it will retain its old friends, and make a host of new ones.

Illinois School Laws. Edited by Haines, with the sanction of the State Superintendent, and published at Chicago.

We had intended to notice this publication before, because its value to every man in Illinois who is interested in free schools demanded an early notice. The burning of our office, however, disarranged matters, and it was forgotten. Reader, order a copy at once.

O B I T U A R Y .

DIED—In New Orleans, on the 3d of November, OLIVER GUERNSEY ROOTS, eldest son of B. G. Roots, Esquire, of Tamaroa, aged 20 years.

'Death loves a shining mark.'

This young man in memory and mathematics was a wonder. He could repeat whole pages almost from a single perusal, and could give the product of any number of two or three figures by any other number of two or three figures as quickly and as easily as we could give the product of two and two. His power over figures approached the marvelous. We clip the following history from an exchange:

His life, though short, has not passed away without leaving its impress upon those around him. Under the instruction of parents who skillfully managed the development of his mind, he had made such advancement at the age of eight years, that he was admitted into his father's academy, as an occasional teacher of algebra and grammar. Finishing his academic course with his father, he entered St. Paul's College, at Palmyra, Missouri, as student-teacher—being installed tutor of a class in mathematics. In this position he distinguished himself, exhibiting an extraordinary faculty for imparting instruction.

Leaving college while yet in his early youth, sporting with his studies as if they were toys, and filled with the romance of active life, he immediately threw himself into the strife, and struggled energetically and firmly. In the vocation of teaching he gave strong evidence of a distinguished and useful life. Having by diligent research, and a memory disciplined by long and constant practice, acquired an intimate knowledge with the sciences, history, and geography of the world, he often delivered highly instructive lectures upon these subjects, evincing an acquaintance with the minute details seldom acquired by any person.

Finding his health gradually give way, he bade adieu to his parents, last month, and started for the South. Arriving at New Orleans, he sought and obtained the situation of principal teacher in the public school of Carrollton, a village a short distance from the city. But death interposed, and he failed to assume his charge.

Such is a brief outline of the career of this youthful man.

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 For further particulars apply at Burnham's Institute.

Vol. II.

DECEMBER.

No. 11.

THE

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Prospectus of Volume Third 1857.

The Third Volume of the *Illinois Teacher* commences with the February number. No name will be entered on the mail-book until the receipt of the subscription price, *One Dollar*. Old subscribers wishing to continue must renew their subscriptions.

Terms for Advertising the same as heretofore.

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C. E. HOVEY, Peoria, Ill.

The following may serve as an index of the estimation in which the *Teacher* is held by the Press.

The May issue of this excellent monthly contains thirty-two pages (the usual quantity) of very superior reading matter. The Editor's table is spread with an interesting variety, and gives evidence that the master of ceremonies in that department is a master of his profession. The *Teacher* is a publication of which the common school interest of our State may be justly proud. Its mechanical execution too, is of a character that has not been surpassed, west or east.—*Chicago Daily Times*.

We have but now laid hands on our *Illinois Teacher*. Every body was praising it, and we wished to do so too, and we will, by-and-by, for every body is right for once, and every school-district in the state that neglects to subscribe will suffer a loss that we will not stop to compute. We like the *Teacher*, and bid it good speed.—*Prairie Farmer*.

The May number of this excellent publication is on our table, having upon its face unmistakable evidences of prosperity. It is now one of the neatest monthlies in the 'Great West,' and it should be patronized by every lover of learning from the Lakes to Leecompton. It is published by C. E. Hovey, Esq., at Peoria, who may well feel proud of the work. *National Flag*, (Bloomington)

Light in the west — a brilliant dawn advancing. The *Illinois Teacher* is peer to its contemporaries, and gives encouraging promise of its future usefulness. We have reviewed its pages with much pleasure, and though somewhat fearful it will aid to curtail our circulation in that state, we nevertheless tender it our welcome, *Salut, egalite, et fraternite*.—*N. Y. Teacher*.

This magazine would be an ornament to any center-table in Illinois.

Chicago Daily Tribune

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16. Distribution of Plants in a vertical direction.
17. Chart showing the Geographical Distribution of the Principal Mammalia.
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April 30th, 1856. }

At a meeting of the Board of Education of the city of Troy, held April 15, 1856, the Committee on Text-books reported in favor of adopting *Cornell's Intermediate and Primary Geography*, which report was unanimously agreed to.
D. W. TUTTLE, President.
WM. HINGEN, Clerk.

NEW YORK.

HALL OF THE BOARD OF EDUCATION, NEW YORK }
Clerk's Office, August 28, 1856. }

Messrs. D. APPLETON & Co.,

Gentlemen — In answer to your inquiry in regard to the use of *Cornell's Series of Geographies* in the Public Schools of New York, I will state that since their publication, about four-fifths of the whole number of Geographies used in the Schools under jurisdiction of the Board of Education, (25,000 copies a year,) have been of Cornell's Series. This must be quite gratifying to both author and publishers, as the Teachers are left free to choose such as they deem best adapted to the purposes of instruction.
ALBERT GILBERT, Clerk.

BROOKLYN.

OFFICE OF CITY SUPERINTENDENT OF SCHOOLS, BROOKLYN, }
August 25, 1856. }

Messrs. APPLETON, & Co.,

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Very respectfully yours,

J. W. BULKLEY, Sup't

DETROIT.

OFFICE OF THE SECRETARY OF THE BOARD OF EDUCATION, DETROIT, }
September 19, 1856. }

Messrs. D. APPLETON & Co.,

Gentlemen — I have pleasure in informing you, that at a regular meeting of the Board of Education of this city, held on the 18th day of September inst., Cornell's Primary, Intermediate, and High School Geographies and Atlas were adopted for the use of the schools of this city, in place of Smith's Series, heretofore in use. I have the honor to be, yours respectfully,
E. C. WALKER, Sec. Board of Education.

PITTSBURG.

OFFICE CENTRAL BOARD OF EDUCATION, PITTSBURG, }
August 1st, 1856. }

Messrs. D. APPLETON & Co.,

Gentlemen — The Central Board of Education of the City of Pittsburg have re-adopted Cornell's Primary and Intermediate Geographies as the Text-Books to be used in the Common Schools of this city. The books have been in use in our schools since their publication, and lately, after a careful examination of their adaptation to the wants of the pupils, they have, as above stated, been re-adopted; thus testifying to their merits by experience in the school-room.

JOS. W. LEWIS, Sec'y. Central Board of Education.

CALIFORNIA.

At the Teachers' State Convention, held at Benicia, California, August 12th and 13th, 1856, the following resolution was adopted:

Resolved, That we consider Cornell's Series of Geographies far superior to any other now in use, and that we earnestly recommend its immediate adoption throughout the State."

INDIANA.

Extract from Circular No. 8, issued by the Department of Public Instruction, in the State of Indiana, August 10, 1855.

"It is believed that the Text-Books recommended by the former Board, and now in extensive use in their schools, are such as to furnish no valid cause for change, except the Geography, for which the present Board, after due consideration and patient examination, have resolved to substitute Cornell's Series, which in their judgment, is sufficiently superior to the one formerly recommended to fully justify the change, and hope that Township Boards will lend a hearty coöperation in effecting an introduction of these valuable Text-Books.

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PRINCETON UNION SCHOOL, October 4, 1856.

We have used *Cornell's Geographies* in our school the past year and take pleasure in recommending them as the best works on the science with which we are acquainted.

J. A. SEWELL, M.D., *Principal*.

MISS EUNICE NOBLE, and MISS A. M. DANE, *Assistants*.

I fully coincide in the above recommendation.—AARON B. CHURCH.

School Com. of Bureau Co., Illinois.

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Extract from a letter of Chas. B. Smith, Principal of High School, Sterling Illinois.

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"As Superintendent of Public Instruction, it became my duty to recommend suitable Text-Books for use in the Public Schools of Wisconsin, in compliance with which, a list was published in my Annual Report to the Legislature, of which, the following forms a part. I have thoroughly examined and carefully compared these books with others on the same subjects, and regard them as superior to any others with which I am acquainted. I sincerely hope that Teachers and School Officers will avail themselves of the first opportunity to examine them."

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SPRINGFIELD, Mass., Nov., 1856.

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DECEMBER 25, 1854.

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(Signed)

A. J. SAWYER, A. M., Principal of Chicago Female Seminary;
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Asa D Lorch, Sup't Ohio Ins for Blind, late Sup't Public Schools, Columbus

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DEAR SIR:—Our attention has been directed to a letter, written by Mr. ALBERT GILBERT, Clerk of Board of Education, addressed to Messrs. D. APPLETON & Co., (publishers of "Cornell's Series of Geographies,") published in numerous papers in different parts of the United States, which we clip from a paper published in Wisconsin:—

HALL OF THE BOARD OF EDUCATION, NEW YORK, }
CLERK'S OFFICE, August 23, 1856. }

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GENTLEMEN:—"In answer to your inquiry in regard to the use of Cornell's Series of Geographies in the Public Schools of New York, I will state, since their publication, about four fifths of the whole number of Geographies used in the Schools under the jurisdiction of the Board of Education, (25,000 copies a year,) have been of Cornell's Series. This must be quite gratifying to both author and publishers, as the teachers are left free to choose such as they deem best adapted to the purposes of instruction."

"ALBERT GILBERT, Clerk.

Will you permit us to ask of you, as member of "Supply Committee," whether the above statement is correct? Will you do us the favor to examine your "Book of Supplies," and ascertain the whole number of Geographies furnished your Public Schools during the past two years, giving us a separate item of the exact number of "Cornell's Geography" used during each year? We should also be gratified to learn how many of the "National Series of Geographies," by MONTEITH AND McNALLY, have been ordered by your Board during the same interval. We are compelled to believe that the Clerk of your Board has made an erroneous statement in his letter to the publishers of "Cornell's Geography," which should be rectified.

We also should be pleased to receive the expression of your opinion of the merits of MONTEITH AND McNALLY'S SERIES OF GEOGRAPHIES.

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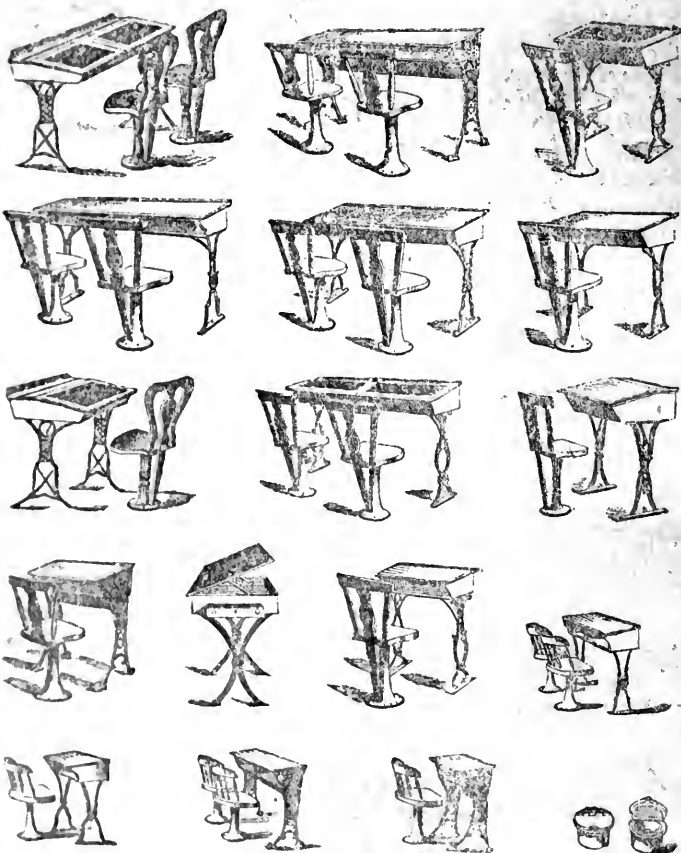
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